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ABSTRACT

This compendium of information and ideas is intended as a resource for teachers introducing the study of Oregon history to elementary school children. Brief discussions of 42 topics are followed by suggestions for classroom activities using this information. The topics include the various state symbols, Indian legends, the origin of the state name, geographical facts about Oregon, and important people in Oregon's history, including: John McLoughlin, Tabitha Brown, Meriwether Lewis, William Clark, Sacagawea, David Douglas, Jason Lee, George Washington Bush, Abigail Scott Duniway, Chief Joseph, Tom McCall, and Sylvester C. Simpson. Enlarged illustrations of Oregon symbols are provided for teachers who might wish to reproduce them for classroom use. A concluding section contains brief descriptions of each county in the state of Oregon. (JB)

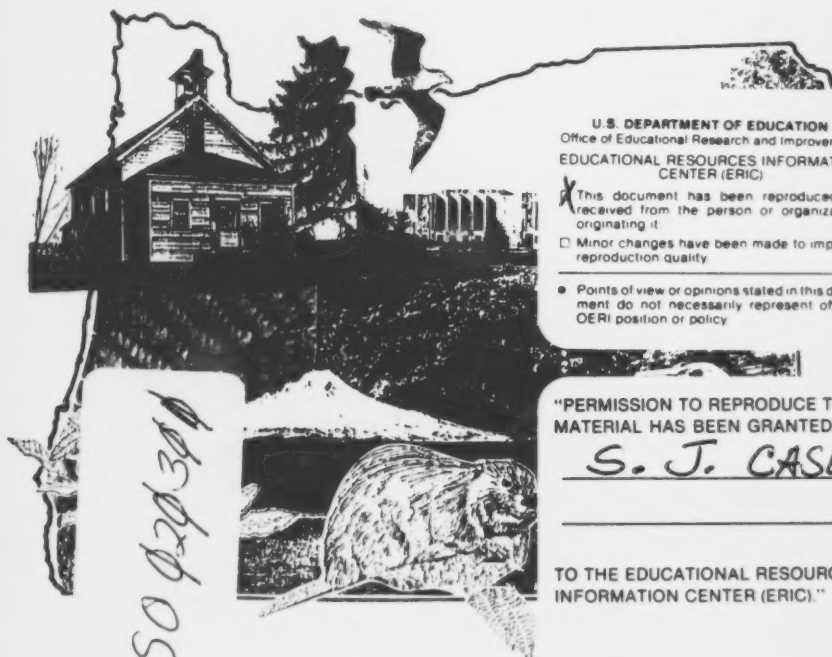
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OREGON

SYMBOLS, LEGENDS & FACTS

A SOURCE BOOK FOR ELEMENTARY TEACHERS



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VERNE A. DUNCAN
State Superintendent of Public Instruction

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**LEARNING
ABOUT
OREGON:
SYMBOLS,
LEGENDS
AND
FACTS**

**A Source Book for Elementary
Teachers
by
Marvin L. and Marjorie A. Covey**



**OREGON DEPARTMENT
OF EDUCATION
700 Pringle Parkway SE
Salem, Oregon 97310**

**VERNE A. DUNCAN
State Superintendent of
Public Instruction**

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FOREWORD

Spring 1988

Creating responsible, contributing citizens is an important goal of our public schools. We can begin to build a sense of responsibility in our students by awakening their interest in Oregon history, our system of government, and our wealth of natural resources.

During the past several years we have distributed a brochure for fourth graders which describes Oregon symbols--the state flag, motto, flower, seal, tree and so on. The brochures are used by many teachers as part of their classroom activities around Statehood Day, February 14, commemorating the day Oregon joined the Union.

This teachers' source book is intended to give teachers a resource when they introduce the study of Oregon history. It was originally developed by Marvin L. and Marjorie A. Covey in 1973 and has proven itself to be an outstanding instructional aid.

**Verne A. Duncan
State Superintendent
of Public Instruction**

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PREFACE

Obviously this publication in no way constitutes a "suggested curriculum." It is meant to be a compendium of information and ideas. The material is not "graded." Teachers at all levels will find opportunities to use it. Please note that the enlarged illustrations of Oregon symbols are provided for teachers to reproduce for use with students.

We owe a debt of gratitude to many Oregon people who helped put this publication together. The late Dr. Jack Sutton from Medford perceived the need for such a publication and was instrumental in getting it started. The first edition could not have been completed without Dr. Dale Parnell's personal interest and sup-

port. The revision that followed has been done with the encouragement of Dr. Verne Duncan. We would also like to thank Ardis Christensen, assistant superintendent for curriculum and Mary Jean Katz, social studies specialist for their help.

Special thanks go to Carol Platz, Mt. Angel School District and Robert Ostrum, Brooks School District, for their time and research into some of the new topics and updating of material in this 1987 revision.

Marvin L. Covey
Marjorie A. Covey

State
Name
OREGON
Origin
Of
Our
Name

Have you sometimes wondered where the name "Oregon" came from? Some people have thought that it was a word used by the Indians in referring to the Columbia River, but the origin of the name has never really been clearly determined. Written use of the word is noted in 1766-67 when the name *Oregon* is used by Captain Jonathan Carver. He named the four great rivers of the West, one of which was *The River Oregon*, which empties into the Pacific.

In 1772 Major Robert Rogers, an English Army officer in London, applied for a petition to form an exploring expedition to go to *Ourigan*.

Some writers think it is a corruption of the Spanish word *Aragon*.

The name *Oregon* was popularized when it was used by William Cullen Bryant in his poem, "Thanatopsis":

*"lose thyself in the continuous
woods
Where rolls the Oregon, and
hears no sound
Save his own dashings—"*

President Jefferson used the name in his instructions to Lewis and Clark.

Eventually the name was applied to the whole area through which the river runs. The "Oregon Territory," or "Oregon Country," is a term used

SUGGESTIONS
FOR
TEACHERS

Have students:

Find out how their county or town got its name. Also they might find out about the origin of other names in the area.

Compare maps showing Oregon Territory and present state boundaries.

Make signs showing different spellings of "Oregon." Look on maps for the way it is spelled today. Compare with how names of children are spelled in different ways (Kathryn, Catherine).

Write poems using the word "Oregon" as the Indians might have used it.

Correlate with Oregon state song.

Listen to the record, "The Face of Oregon" (available from Oregon State University Bookstore). This record includes "The Names of Oregon" (a novel recitation covering familiar place names), songs about Lewis and Clark, Joe Meek, Jason Lee, our state song, and many others.

Write about Oregon in a book with pages and covers in the form of Oregon.

between 1818 and 1846 to describe
the large area that now includes the
states of Washington, Oregon, Idaho,
and parts of Montana and Wyoming.

**State
Government
CHAMPOEG
Early
Beginnings**

While we honor February 14, 1859 as our official state birthday, the beginnings of organized government can actually be traced back to a time 16 years earlier than that.

The village of Champoeg (Cham-poo'-eg) was located where there had been a large Indian camp. In fact, the name Cham-po-ich means "place of the camp." It was where the prairie first meets the Willamette River, and so is easy to reach by land and water. The settlers of the valley first began meeting there to discuss how to protect their farms from the wolves. These so-called "wolf meetings" developed into general discussions of law and order, and eventually government. The discussion had progressed to the point of deciding which country—Britain or America—the settlers wanted to join. This choice came about because of the disputed boundaries at that time, and also because there were many French-Canadian settlers as well as settlers from the eastern part of the United States living in the Territory.

At a meeting on May 2, 1843, a report was submitted in favor of having the American government rule the territory. On hearing the report and the motion that it be accepted, Joe Meek took action. As told by Francis Xavier Matthieu, one of the participants, "Big, burly Joe shouted,

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Discuss rules with which children are already familiar: home, school, community, etc.

Make a timeline to post on the classroom walls. Enter significant historical events.

Make a mural depicting the Champoeg meeting.

Dramatize the meeting at Champoeg.

Listen to informed person speak to the class about law or government.

Visit the center of government in their area: town, county, state.

Correlate with present government topic.

Visit Champoeg on a field trip. Look at museum and old pioneer cabin.

Produce a shadow play about the "wolf meetings" and/or the "divide."

Look in the library for newspaper or early pioneer accounts of the beginnings of Oregon.

Investigate the founding of their own community.

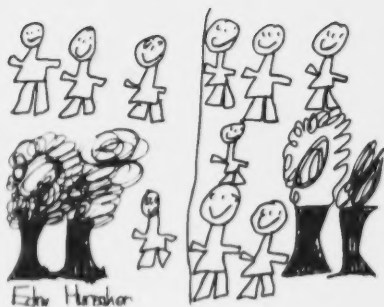
Write to State Highway Department, Salem, to obtain tourist information pamphlets on historical sites in Oregon. Write the AAA and Chambers of Commerce, too.

'Who's for a divide? All in favor of the report and an organization follow me!' " He drew a line with the toe of his boot and marched to one side. The men started moving—the Americans to Joe's side, the French-Canadians to the other. But two French-Canadians, Matthieu and the friend he lived with, Etienne Lucier, moved to the American side. The vote was 52 for, 50 against.

Why had the two French-Canadians voted for American government? Matthieu had fled Canada in his youth after taking part in an unsuccessful rebellion against the British government. Then too, he went to school in the States and he talked much of this education to his good friend, Lucier. So the two Canadians thought that American government would be best, and they voted that way.

This government was not official, but has been recognized as the first American government west of the Rocky Mountains.

It is suggested that May 2 be observed as Oregon Day—a day to commemorate the founding of our early government in Oregon. Children should be reminded of the great heritage of our past and of the noble deeds done by these fearless early settlers and pioneers.



State
Government
SALEM
Present
Organization

Today our state government is centered in Salem, the capital of Oregon. The people of Oregon elect the officials who govern us and help make the laws that guide us.

Three separate but equal branches constitute Oregon's state government. They are:

Executive Branch—Six officials elected statewide head the Executive Branch. They are: governor, secretary of state, state treasurer, superintendent of public instruction, attorney general, and labor commissioner. These officials administer the laws of the state.

Judicial Branch—Courts of the state make up the judicial branch of government. Seven justices comprise the Supreme Court which has general administrative authority over all other courts. The Judicial Branch interprets the law. Thus, courts determine compliance with laws and constitutionality of laws, in addition to resolving conflicts over legal rights. Supreme Court justices and other judges are elected by the people.

Legislative Branch—Power to make laws is shared by the people of Oregon and their elected members of the legislature. The people act through the Oregon system of initiative and referendum. The

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Discuss how government begins in the family. (What are the responsibilities and duties of various family members?)

Discuss how schools are governed. Interview the principal, superintendent, and board members about their duties and responsibilities.

Discuss students' duties and responsibilities and how each person contributes to the whole organization of society.

Make a map of the U.S. with only Oregon on it and have Salem starred.

Draw a picture of our state capitol building. Write a sentence or two about what goes on inside.

Bring in news clippings about the legislature. Display on a bulletin board a picture of the capitol building with news coming from it.

Find or make pictures of capitol mall buildings with workers superimposed: governor, highway patrolmen, foresters, highway construction workers, librarians, office workers, etc.

Make a capitol mall out of boxes, milk cartons, etc. Place buildings as located on mall. Trees, streets, etc., can be added.

Take a field trip to the capitol. The

legislature—composed of 30 Senate members and 60 members of the House of Representatives—meets in regular session in odd-numbered years to decide what new laws are needed and how state government shall be financed. Special legislative sessions may be convened by the governor.

Because our state has many people, it has many needs that can be met most effectively by a state government that serves all the people.

Various state agencies and departments have been created to do this work. Most of these are housed on

children should be well prepared on what to look for, especially the art and statuary. (Correlate with *People to Know* section.)

Listen to people in the community give talks about various government work.

Visit county, city, or state offices to learn about the duties and responsibilities of the people who work there. What is the citizen's role in relation to them?

Carry out a simple election in the classroom.

Plan a mock legislative session. Select a governor and legislators. Have governor open legislature with a speech telling what he would like the legislature to work on (pertaining to classroom problems). A legislator can then submit a bill (something relating to classroom situation, such as: When should pencils be sharpened?) Discussion and voting follow.

Make a mural on the bulletin board depicting Oregon history to present day. Obtain pictures that can be used with an opaque projector. Project onto paper-covered bulletin board and outline with felt pens. Children can then use colored chalk to color the pictures. The last picture could be our present state capitol.



EXECUTIVE BRANCH



JUDICIAL BRANCH



LEGISLATIVE BRANCH



the Capitol Mall in Salem, although the office of the State Superintendent of Public Instruction and the Department of Education are located in the Oregon Bank Tower, 700 Pringle Parkway SE, Salem. In 1936-38 the present capitol building was erected. A major addition was begun in 1975. The capitol is built of marble and has a tower in the center on top of which is a 24-foot bronze statue of The Pioneer. The statue weighs 8 1/2 tons and is covered by gold leaf.

Outside the capitol are massive sculptures of pioneer scenes. Inside the capitol on the first floor rotunda is the bronze seal of the State of Oregon on the floor. Around the walls are painted murals depicting Oregon's early history. Stairs on both sides lead to the Senate Chambers on the east and the House of Representatives on the west. The Governor's Suite is in the center of the second floor. It has a reception room and the governor's main office.



State
Government
FINANCES
Taxing
Ourselves

In order to help the people of the state with problems that are too big for individuals or small units of government (cities and counties), our state government provides services for the people. It costs money to hire people to work for the people of the state. So the state collects money from all the people to pay the state workers, build buildings, and buy land that is needed. This money is called tax money.

Our first territorial government tried a policy of voluntary contributions and gifts to run the government. When they collected only \$80.50 the first year, they decided they must levy taxes on everyone.

The money collected for taxes pays our state officials and the people who work for the state because they are working to help all state residents.

Some of the things that our taxes buy are:

1. State parks—pay for the land, for building and maintaining them, putting restrooms, fireplaces, tables, and other equipment in them.
2. State highways—pay for people to build them and keep them in good repair, and print maps.
3. Education—pay for the land and buildings of the state colleges

SUGGESTIONS
FOR
TEACHERS

Have students:

Ask a state or local official to talk to the class about taxes.

Ask the local librarian to tell how she can get material from state government sources and how that helps her and the school.

Invite a state highway patrolman to talk. Why can't we get along with just local police, roads, etc? Who pays him?

Pretend they are voters. List state agencies and recreational facilities. Discuss reasons for and against having them. Consider who benefits from each of them, if it would be possible for a single individual to own a large beach area (what about those who don't?). Could one person afford to own a library full of books? Let them vote for those facilities they would like to retain.

Bring in pictures of state parks they have visited. What facilities were there in the park? How are the parks cared for? Who pays for the parks and their care? How can we help keep parks and recreational facilities safe and in good condition? Emphasize responsibility of each citizen.

Organize into committees representing counties—collect taxes and try to budget money for classroom needs.

and universities and the people who run them, teach in them, and maintain them. The state also helps all community colleges and local school districts pay part of their costs. The state has schools to help people with special problems, such as the School for the Blind and the School for the Deaf.

4. State Forestry Department—pay foresters to maintain the forests, replanting, controlling fires.
5. State library—buy books, pay people to circulate the books and maintain the buildings.
6. State institutions—pay for the land, the buildings, and maintenance of state institutions such as the penitentiary, the correctional institution, and the state hospitals.

Interview a businessman. Do taxes influence prices? How does business help carry the tax load? How do taxes help business?

Interview a state legislator.

State
Symbol
STATE
SEAL
Oregon's
Signature



State
Symbol
**STATE
SEAL
Oregon's
Signature**

Everyone knows that a seal is official—or is it? The present governor of the State of Oregon suggests that the nine-foot seal embedded in the rotunda floor of the capitol should be considered as the official state seal. Didn't the state adopt an "official" state seal? Yes, but . . .

A committee composed of three prominent Oregonians presented the design for the seal to the Constitutional Convention in 1857. The design chosen was submitted by Harvey Gordon (1828-1862), who was by profession a surveyor.

This seal was adopted as the last official act of the legislature in 1857. In 1859 the state legislature added a thirty-third star to indicate that Oregon was the thirty-third state admitted to the Union. Since the adoption many versions of the state seal have been issued by various departments and agencies of the government. Some include a setting sun and some have the eagle's head turned the opposite way. Because of the resulting confusion about which seal issued was official, Governor Tom McCall has requested that all departments of state government follow the bronze one in the capitol rotunda even though it has a setting sun which is not included in the official description.

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Design a school or class symbol.

Discuss the meaning of things portrayed in the symbol.

Compare the symbol with the state seal.

Discuss the meaning of each part of the seal.

Correlate with study of the state motto and the state flag.

Construct a mosaic of the state seal, using broken glass pieces or broken tiles.

Use an opaque projector to enlarge individual parts of the seal. Draw outline large enough so each child can carry or wear his part as a sign. Each child then steps into a circle (the outside of the seal) in proper place (some on stools, some on chairs to get proper height). The banner with "The Union" on it would be last to enter the circle. Two children each with half of the motto step together at the same time to complete the seal.

Make different parts of the seal on large paper. Combine to make a bulletin board showing the seal.

As originally adopted, the seal consists of a shield supported by 33 stars. The words "The Union" are on a banner in the middle. Above the banner are mountains, an elk with branching antlers, a wagon, the Pacific Ocean on which a British man-of-war is departing, and an American steamer arriving. Below the banner is a sheaf, a plough, and a pick-axe. Above the shield is a crest in the form of an American eagle. The legend surrounding the seal is "State of Oregon" and "1859."

What is the significance of the symbol described above?

1. "1859" signifies the date of Oregon's admission into the Union.
2. The 33 stars show that Oregon was the thirty-third state to join the Union.
3. The American eagle at the top denotes the Union of the States—Peace Through Strength—depicted by the olive branch and the arrows.
4. The fact that Oregon was never wholly dominated or governed by a foreign power is shown by the British man-of-war leaving our shores under full sail while the American steamer is coming to the shores.

State
Symbol
STATE
FLAG
Proudly
It
Flies



State
Symbol
**STATE
FLAG**
Proudly
It
Flies

Did you know that Oregon's flag is one of only two state flags in the United States that has a design on both sides? (Massachusetts is the other one.) The design for our flag was officially adopted by the legislature in 1925.

The flag is navy blue with all designs done in gold. On one side is the shield from the state seal supported by 33 stars. The legend "State of Oregon" appears in large letters across the top of the flag and "1859" is at the bottom instead of encircling the shield as they do in the state seal.

The other side of the flag is a navy blue field with a gold beaver in the center of the flag. The beaver was an important factor in bringing traders, trappers, and eventually settlers to Oregon. (See *State Animal*, the Beaver.)

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Describe the features of a state flag and "discover" the two-sidedness of it.

Feel the flag, hold it to feel its weight, and notice how it is equipped so it will not tear when on a flagpole.

Draw pictures of the various symbols on the flag.

Discuss the differences between the American flag and the state flag.

Discuss the flag as a symbol. Observe other flags and discuss symbolism.

Examine pictures of other state flags in an encyclopedia. Compare them with Oregon's flag to identify differences and similarities.

Make up a flag song.

Raise the Oregon flag in the morning along with American flag and take it down before going home.

Make a state flag:

Cut letters and stars and paste onto blue construction paper. Roll magazine pages for flagpole. Color a ditto copy of seal and place it on the flag.

Color a mimeographed flag. Cut and color mimeographed patterns of beaver, shield, "State of Oregon," "1859" onto background colors. Paste metallic gold stars in proper places. (Spots could be marked with

dot for proper placement.)

Make flag from scratch, using pictures of shield and beaver (real flag preferably) as models. (Stress it will be impossible to make an "exact" copy.)

Paper chain flag. Decide length and width. Make dark blue paper chains of that length. Cut golden beaver from paper and fasten to chains. Also shield and stars.

Make American paper chain flag with red and white long chains. Blue chains for corner and gold stars pasted on.

Make Oregon flags for other classrooms. (We often forget that the top of the flagpole is not in a child's line of vision.)

Design their own personal flags. Use initials, pictures of their interests, etc.

Review rules for correct handling of the flag.

State
Symbol
STATE
COLORS
Blue
and
Gold

Our state colors are *navy blue* and *gold*. They were adopted by the 1959 Legislative Assembly. While no reason is given as to why these colors were chosen, we can assume that they were adopted because of their use in the state flag.

The use of blue in the tradition of heraldic colors throughout the ages usually depicts piety and sincerity. Gold usually denotes honor and loyalty. We can imagine the early founders of our state thinking pious and sincere thoughts about lovely and rugged Oregon and ascribing the lofty and noble traits of honor and loyalty to the brave pioneers and settlers of our great state.

SUGGESTIONS
FOR
TEACHERS

Have students:

Coordinate study of state colors with study of state flag.

Discuss why blue and gold were chosen for state colors. Watch for other instances of this color combination. Where were they found?

Use state colors to make banners for home or classroom.

Make covers for Oregon booklets using state colors.

Compare Oregon's colors with national colors (red for valor, white for purity, blue for justice).

Make stitchery designs of blue and gold.

Make and serve cupcakes decorated with Oregon's colors on Admission Day.

**State
Motto
"She Flies
With Her
Own Wings"**

The 1987 Oregon Legislature voted to replace Oregon's former motto, "The Union," with one that was originated by Judge Jessie Quinn Thornton.

Judge Thornton actively sought territorial status for Oregon. He wrote the formal petition to Congress and included a design for the territorial seal. Pictured on the territorial seal was a territorial motto, *Alis Volat Propriis*, "She Flies With Her Own Wings." This motto was accepted by the state legislature in 1854, and has been used continuously throughout Oregon's history.

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Discuss mottos that children already know: Keep Oregon Green; Don't be a Litterbug; Play it Safe—Put Safety First; Stop, Look and Listen; etc. Discuss what a motto is.

Learn some things about Abraham Lincoln and the Civil War.

Correlate with study of the state seal and the use of the motto on it.

Interview adults in their neighborhood:

"Do you think the motto for Oregon is a good one? Why? If not, what would you like it to be instead?"

Discuss the Negro pioneer, George Washington Bush, and his role in the Oregon country and attitudes toward him. (See *People to Know*.)

Think up a motto for the classroom.

Make up a large-size copy of the state motto for the classroom and hang on the wall.

Discuss the meaning of the territorial motto. Illustrate.

State
Symbol
STATE
SONG
"Oregon,
My
Oregon"

Words
J.A.
Buchanan

Music
Henry B.
Murtagh

Land of the
Land of the

Empire Builders, Land of the Gold-en West; Con- quered and held by free men,
rose and sunshine, Land of the sum-mer's breeze; Lad - en with health and vig-or,

Fair - est and the best. On-ward and up-ward ev - er, Forward and on, and
Fresh from the Western seas. Blest by the blood of mar - tyrs, Land of the set-ting

on; Hail to thee, Land of He - roes, My O - re - gon.
sun; Hail to thee, Land of Prom - ise, My O - re - gon.

State
Symbol
STATE
SONG
"Oregon,
My
Oregon"

The song, "Oregon, My Oregon" was adopted as our official state song in 1927. The music was written by Henry B. Murtagh and the words by J. A. Buchanan.

*Land of the Empire Builders,
Land of the Golden West;
Conquered and held by free men,
Fairest and the best.
Onward and upward ever,
Forward and on, and on;
Hail to thee, Land of Heroes,
My Oregon.*

*Land of the rose and sunshine,
Land of the summer's breeze;
Laden with health and vigor,
Fresh from the Western seas.
Blest by the blood of martyrs,
Land of the setting sun;
Hail to thee, Land of Promise,
My Oregon.*

John A. Buchanan was a jurist and an amateur poet. He and Henry Murtagh entered their composition in a competition sponsored by the Society of Oregon Composers in 1920. Their song won, was published, and endorsed by the state superintendent of public instruction. It was made the official state song by the 1927 legislature.

Buchanan taught school, then practiced law. He served two terms as a representative in the 1909 and

SUGGESTIONS
FOR
TEACHERS

Have students:
Study the vocabulary.

Write a class song about Oregon.

Pretend to be J.A. Buchanan and write from a first person approach about the place where he might have been when he wrote the song. Films on Oregon's scenic beauty, slides, pictures from the Chamber of Commerce would enrich this approach to creative writing.

Write a story: "Why I wrote Oregon's state song."

Make a collage on a large outline map of Oregon showing scenic places that might have inspired Buchanan. Magazine cutouts, natural materials—sticks, sand, etc.—could be added for texture and variety.

Plan and paint a panorama illustrating phrases of the song. Cut in an outline shape of Oregon and mount on larger black butcher paper also in an outline shape of Oregon.

Make up additional verses to the state song.

Sing the state song as part of opening exercises, as part of assembly program, or for another class.

1911 legislatures. He continued to write poetry throughout his life and several books of his poems were published.

We know very little about Henry Murtagh except that he was a professional musician. He was earning his living as a theater organist for silent movies at the time he wrote the music for our state song.

State
Symbol
STATE
GEM
Sunstone

The sunstone is a semi-precious gem that has been designated as Oregon's gemstone by the 1986-87 Oregon Legislature. It is a variety of feldspar that appears to be transparent, but when viewed from some angles glitters with brilliant pink to reddish metallic flashes of color.

The name Sunstone, also known as heliolite, comes from the Greek word *helios*, meaning "sun," and *lithos*, meaning "stone." Sunstones are usually transparent, but some have colors ranging through pale yellow, soft pink and blood red to, in rare finds, deep blue and green.

Many stones appear to be perfectly transparent but when viewed in just the right direction, a pink to red metallic shimmer flashes from within the stone. This effect is called "schiller" or "aventurescence." The most recent research indicates that shiller is caused by light reflecting from minute parallel copper metal platelets suspended in the sunstone. Colors vary according to the amount and size of particles present in the stone.

SUGGESTIONS
FOR
TEACHERS

Have students:

Plan a trip to look for rocks and gems that are common to Oregon.

Make a large map outline of Oregon on a table, board or heavy cardboard and paste rocks on it showing where they are found.

Watch teacher, with proper equipment, cut and polish a rock in class, or see a demonstration of this by a "rock hound."

Discuss the way rocks are formed.

Study volcanoes or rock formations to discover the source of various rock formations.

Read or listen to Indian legends about rock and gem formation. Illustrate a legend.

Discuss legends in general. Why did the Indians tell these stories? How were they passed down?

Dramatize with students or with puppets some of the legends that children have read or have written themselves.

So far, sunstones have been found in relatively small areas. They occur in certain basalt flows in Lake County, which covers about 7 square miles, and in two places in Harney County which are probably less than one square mile each.

Sunstones are mined from the soil and partially decomposed rock formed by weathering of the lava flows. Surface debris is dug with a pick and shovel and sieved through quarter-inch screen. Recovery of large unbroken stones is difficult, but some have been found in the lower parts of the flow. These larger stones can be cut as faceted stones.

While sunstone is found in Arizona, California, New York, North Carolina and Virginia. Oregon sunstone is valued because of its uncommon composition, clarity and range of colors.

State
Symbol
STATE
FLOWER
Oregon
Grape





State
Symbol
STATE
FLOWER
Oregon
Grape

The Oregon grape (*berberis aquifolium*) was designated as the state flower by the legislature of 1899.

It is an elegant ornamental evergreen shrub somewhat resembling English holly. In the wild state it grows two to three feet high. Under cultivation, it makes a showy plant six to eight feet high, with finely cut, polished leaves. In spring, the Oregon grape bears small yellow flowers that are followed in late summer and autumn by dark, purplish-black berries. It is found growing mainly in the western areas of our state. The berries are edible.

The Indians used a "decoction" (an extract obtained by boiling of Oregon grape) as a tonic and medicine. The berries are slightly acid, but the early pioneers reported that they make a "fine beverage, good pies, and preserves."

The root can also be used to make yellow dye.

SUGGESTIONS
FOR
TEACHERS

Have students:

Observe Oregon grape in the fall and again in spring. Bring pieces to class so children will be able to recognize it. If not available, use pictures.

Bring in pieces of Oregon grape, mount and display.

Make a survey to find out how many Oregon grape plants are on the school grounds.

Purchase and plant an Oregon grape shrub as a class project. (Raise money by having a popcorn, cupcake, or candy sale.

Draw a picture of Oregon grape and a picture of their favorite flower. Compare the two flowers, blooms, berries, or seeds, etc.

Take a field trip to observe areas in which Oregon grape thrives.

Pick an appropriate amount of ripe grapes to make jelly, jam, or pie.

Help make jelly. (Use recipe in Certo or MCP pectin package.) Apple juice added will give added flavor. Bake bread or cornbread on which to put jelly and serve it.

Gather roots from Oregon grape. Make yellow dye by boiling roots. Dye some white material to show shades of yellow that can be made.

Tie-die some old white shirts brought

from home and use them for paint shirts at school.

Make stitchery picture of Oregon grape on natural colored burlap. (Teacher should trace drawing.) Use appropriate stitches for age level.

Write a story or discuss why they think that the Oregon grape was chosen for the state flower. Would they have chosen it had they been asked for an opinion? If not, what would they have chosen?

Make a survey of other classes or of homes in the school area to see how many are aware of state flower, how many have state flower in yard, how many would be willing to plant state flower.

State
Symbol
STATE
TREE
Douglas
Fir





36

State
Symbol
STATE
TREE
Douglas
Fir

The Douglas fir was designated as the official state tree by the legislature of 1939. Oregon was the eighth state to name a state tree.

The Douglas fir was chosen because of the leading role it has played in the economic development of the state. It grows mainly west of the Cascade Mountains, although it can be found in the pine forest east of the Cascades, especially at the higher elevations. The Douglas fir is a native of 35 of 36 Oregon counties. The one exception is Sherman County. The tree can be identified by its flat needles about an inch long, and its egg-shaped cones have odd, three-pointed bracts (leaf-like structures).

While it takes about 150 years for it to attain maximum height in its natural state (which is quite fast growing for trees), the most rapid growth occurs in the first 75 years, and most commercial timber is harvested at about this time. However, on tree farms where nearly ideal conditions are possible, trees are sometimes ready for harvesting in 30 years. The average tree harvested today is 160 to 180 feet in height and 3 to 4 feet in diameter. Such a size tree would probably yield 10,000 to 15,000 board feet of lumber.

SUGGESTIONS
FOR
TEACHERS

Have students:

Hear an informed person—forester or nurseryman—talk about the Douglas fir, showing specimens.

List and/or draw illustrations of different uses for the Douglas fir.

Write or dictate individual stories from seed to end product, pretending they are the products.

Read or hear the story of the Little Fir Tree.

Visit a tree farm. Draw pictures and/or write stories about the visit.

Plant a class Douglas fir tree at school or close by. (Teachers may be able to obtain small firs for children to take home to plant.)

Write to a lumber company for information about the Douglas fir and its products.

Use pictures to contrast Douglas fir with other trees.

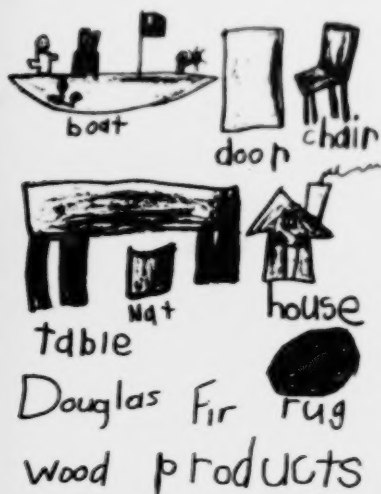
Compare branches and cones of Douglas fir, pine, spruce, etc. Use all senses to detect differences.

Find pictures of products of the fir and paste onto paper to form a book or bulletin board and label them.

Invite a resource person, possibly a logger, to explain different phases of logging operation in the area, bringing small tools (wedge,

The Douglas fir produces the finest and largest saw timber of any tree in the world. It is the principal timber species in the United States. It has strength and stiffness, but a moderate weight, so that its greatest value is for structural uses. However, it is used for everything from Christmas trees to boat building to fine veneer decorations.

It was named for David Douglas, a botanist who described and named the tree (*pseudotsuga taxifolia*) on his first trip to the Pacific Northwest in 1825. (See *People to Know*—David Douglas.)



file, etc.), and safety equipment (caulk boots, hard hat, etc.).

Make butcher paper "television" show of children's individual pictures of phases of logging operation.

Draw pictures of different phases of logging operation on plastic roll on overhead projector to show to class.

Hear a resource person—saw mill employee—tell about various procedures in the mill.

Draw a floor plan of a mill. Children of mill workers may contribute what their fathers do. Help them locate their father's probable work areas.

Use the inquiry approach to classify and label uses of fir.

Write to a lumber company for information about the Douglas fir and its products.

Write to the U.S. Forest Service or State Department of Forestry for information.

Invite a ranger to tell about his work in the forest.

Correlate with Arbor Week topic.

Construct a paper tree as tall as classroom ceiling for experience of size relationship.

State
Symbol
STATE
BIRD
Western
Meadowlark





**State
Symbol
STATE
BIRD
Western
Meadowlark**

The school children of Oregon voted the Western meadowlark as the state bird in the spring of 1927 in an election sponsored by the Oregon Audubon Society. Shortly afterwards Governor I.L. Patterson issued an official proclamation to that effect.

The Western meadowlark is commonly found in all parts of our state. It is a year-round resident except at very high elevations or in heavily timbered areas. It is about the same size as the robin. The back is brown and buff, while the breast is bright yellow with a black V across the chest.

As suggested by its name, the meadowlark prefers the open fields and meadowlands. It builds its nest like a grassy saucer partially domed in which it lays three to seven spotted eggs. Meadowlarks are almost completely beneficial to man as are most song birds. They eat insects, small fruits, seeds, waste grain, and small aquatic life. The meadowlark's aesthetic value lies in its cheery song and bright color.

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Collect pictures of birds. Describe and compare the meadowlark with other birds.

Observe a bird model from instructional materials center.

Color a ditto picture of the meadowlark.

Make a paper mache model of state bird.

Draw own pictures of state bird.

Learn about birdwatching in general. Discuss identifying birds by appearance, actions, and sounds.

Write to the Audubon Society for information about birds.

Check with the local Audubon Society on the Meadowlark count in your area, in the state.

Use recordings of bird songs. Learn to listen for meadowlark song. Later take a field trip and identify the meadowlark and its song.

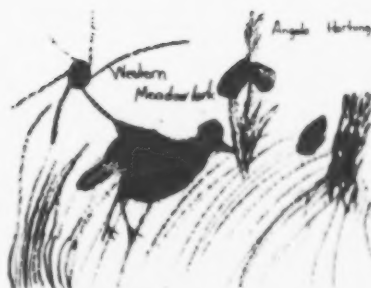
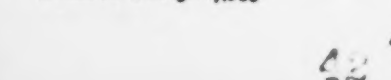
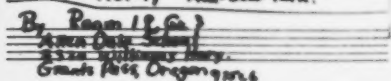
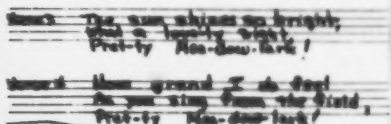
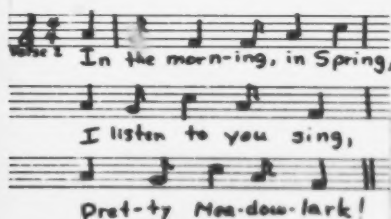
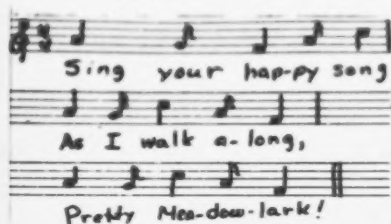
Hear a local ornithologist talk about birds in general and meadowlarks in particular.

Learn that birds have different habitats. What is the meadowlark's? What kind of nests do they build? How many eggs do they lay? What do meadowlarks eat? Bring specimens of food to class.

Simplified Cinquain Poetry
 Subject: Meadowlark
 Written by Heidi Finseth (2nd grade)

MeadowLark
 A yellow breast
 A pretty voice
 Makes me feel proud
 Oregon's bird

Pretty Meadowlark



Read poems about birds.

Write poems about the meadowlark. Simple cinquains are good. Here are some simplified rules for cinquain poetry:

- Line 1. Title (one word)
- Line 2. Describe the title (one to four words)
- Line 3. Action
- Line 4. Feeling
- Line 5. Rename the title

Learn about aesthetic values, preservation of wildlife. Discuss bird's natural enemies, use of pesticides. Emphasize pros and cons (almost nothing is completely good or bad).

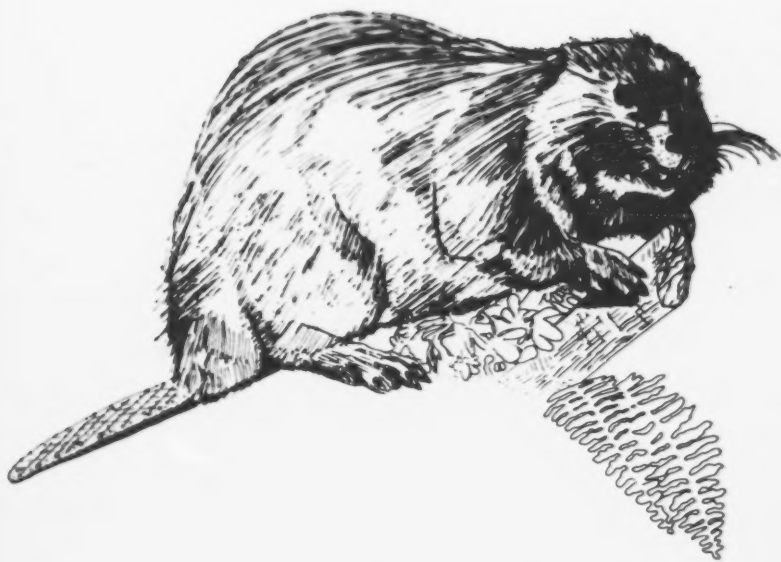
Make a crossword puzzle about meadowlarks.

Read "Mother Snake and Brother Snake" by Billy Firethunder in *Sounds of the Storyteller* (a state-adopted literary text).

Write a song about the meadowlark.

Show film/video on birds and their activities.

State
Symbol
STATE
ANIMAL
Beaver





State
Symbol
STATE
ANIMAL
Beaver

The legislature in 1969 officially named the beaver as Oregon's state animal.

The beaver is found in most of the larger streams and rivers of Oregon and in high mountain lakes. He is now protected by law, as overtrapping in the early days of our state took a tremendous toll of the then abundant supply. One hundred and fifty years ago there was a tremendous demand for beaver skins. Those of the Pacific Northwest were large—averaging 60 inches from tip to tip and had a fine-haired pelt. The skins were valued at \$2.50 to \$4 apiece in 1834, and the Hudson Bay Company at Fort Vancouver alone received 98,288 skins in that year. Among Indians, trappers, and fur traders the beaver pelt took the place of currency.

The beaver is the largest of the North American rodents. It has a broad, flat tail, and hind feet large and fully webbed. The toes are strong, with long nails, one notched to serve as a combing claw. The front feet are handlike, unwebbed with claws adapted for digging. His short, powerful legs make him a graceful swimmer, but on land he is slow and awkward. He has small beady eyes that are protected from injury by a

SUGGESTIONS
FOR
TEACHERS

Have students:

Discuss why the beaver was chosen as state animal. Write stories and draw pictures.

Listen to stories about the beaver's habits and the way he lives.

Draw pictures of beaver dams and houses.

Observe state flag and pictures of beaver on one side of it.

Make beaver puppets. Use a brown sock and black felt. The beaver could tell his own story. Each beaver could tell something about himself and his home.

Make a flannel board map of the state with felt cutouts of all the state symbols placed where they can be located.

Discuss why beavers were in great demand in the early days, what happens when they are almost extinct, why we must protect them now.

Look for and visit a beaver pond. Look for wood that has been gnawed by beaver and shows tooth marks.

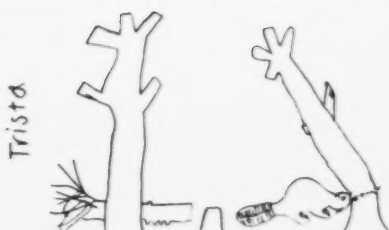
Hear a forester or lumberman talk to class about beavers.

Use films and books to find out about beavers. (Film *Beaver Valley* is very good.)

transparent membrane. His hearing is very keen though his ears are small. Valves in his ears can be closed to keep out water. His front teeth are long, sharp, and grow continually. Constant use keeps them from becoming too long. His lips can be closed behind the teeth so he is able to gnaw underwater.

The beaver's most beneficial activity is water conservation in the forested mountains. His small dams create ponds for supplying water in summer.

Trista Hoffman



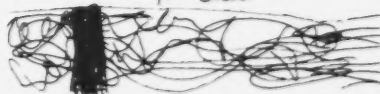
A beaver is very hard
He tries and tries
A beaver will not give up

by David

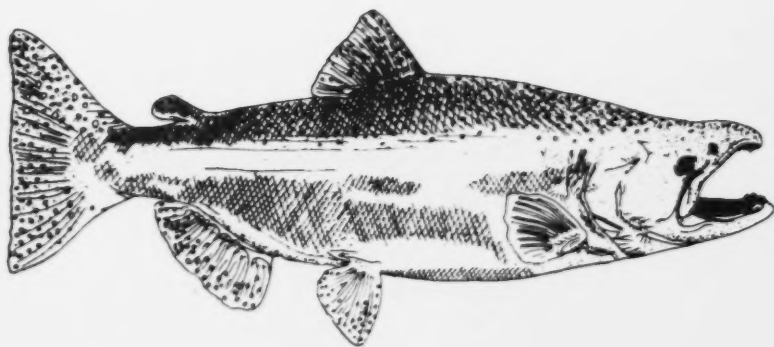
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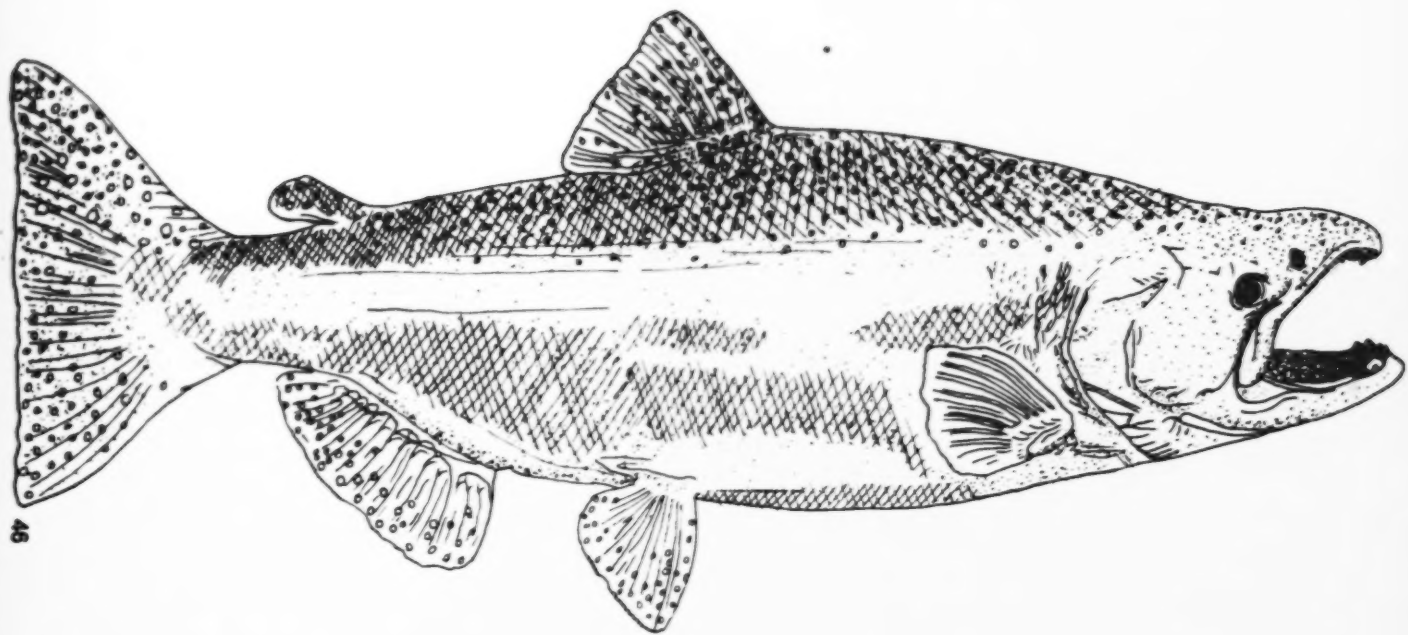


Oregon Beaver



State
Symbol
STATE
FISH
Chinook
Salmon





State
Symbol
STATE
FISH
Chinook
Salmon

The Chinook salmon was named as the official state fish by the 1961 legislature.

The Chinook is the largest species of the Pacific salmon. It averages 22 pounds, with some having weighed in at more than 100 pounds! It is also called the Tyee and King salmon. The body is silvery with a bluish back. The body color darkens as spawning season approaches. They mature in the third to the eighth year of life, most in the fourth or fifth year. They die after spawning in the fresh water streams to which they return. They are identified by the time of year they enter fresh water on their spawning migration. This may be spring, summer or fall. The largest spring runs are in the Rogue, Umpqua and the Columbia. The summer runs are in the Columbia River only, and the fall Chinook are common to most larger coastal streams, as well as the Columbia.

Chinook salmon provide fine sport fishing in rivers and offshore. Large numbers of them are caught by commercial fishermen in offshore troll and river gill net fisheries. The meat can be eaten fresh, canned, frozen and smoked.

Salmon provided the basis for the coastal Indians' life and so was

SUGGESTIONS
FOR
TEACHERS

Have students:

Research and discuss the differences between sport fishing and commercial fishing. Investigate fish farming and the impact it has. Visit one.

Have a tasting party with salmon and crackers. A finale of popcorn rounds things out nicely (mention that pioneers and George Washington ate popcorn for breakfast cereal!).

If available, have class make (and taste) salmon caviar. Make salmon head soup.

Draw the life cycle of the salmon.

Locate streams nearby where salmon migrate. Visit when fish are running.

Visit a fish hatchery.

Visit fish ladders at dams.

Visit fish cannery.

Invite local game warden to class to talk.

Make salmon kites (Japanese style). Use coat hangers in "O" shape for mouth and brightly colored tissue paper for body. Hang as mobiles or fly on pole outside.

Create a classroom coloring book featuring the salmon and other state symbols. Enlarge pictures with opaque projector. Get color details from the encyclopedia.

naturally held in high regard. Many legends, special rites, and taboos were connected with the coming of the salmon. Special ceremonies and instructions for spearing and roasting the salmon (especially the first of the year) were followed.

One such ceremony instructed the Indians to lay the salmon caught on the first day of their return to the river with the head pointed upstream. Then the Indians were to place a kind of wild raspberry, which is common along the coast, in the mouths. Thus the name salmonberry was given by the early traders to this berry. This was an offering to the gods which was supposed to control the migration of the salmon.

The Indians had special prayers of thanksgiving for the salmon, and for the first fruits of the season (such as strawberries and huckleberries), that were used in the celebration and feasting that took place each year.

A Chehalis Indian prayer that was learned from the Yakimas is this:

"O Howback, the Highest High and the Greatest Great, we thank you for making these hills. We thank you for planting these berries, for putting the game in the valleys, and the fish in the rivers, so that your children can survive. We thank you that we can gather the berries and catch the salmon."

Make smoked fish and/or fish jerky.

Discuss the value to Indians and early trappers of this kind of food preservation.

Make fish prints on paper, on t-shirts.

Make a totem of state animals.



Chinook Salmon

By. Rod Gjeda

State
Symbol
STATE
ROCK
Thunderegg





State
Symbol
STATE
ROCK
Thunderegg

Rockhounds throughout Oregon voted that the thunderegg be named our state rock. The legislature acted in 1965 to make it the official rock of our state.

Thundereggs range in size from less than one inch to four feet in diameter. The outside of the nodule was formed by expanding gases and is usually a nondescript brown or gray. The core is chiefly chalcedony, quartz, or opal. Sometimes it is only partially filled. They are found in areas of ancient volcanic flows and ash deposits, chiefly in Wasco, Jefferson, Wheeler, and Crook counties.

Legends of the Warm Springs Indians tell us these nodules were hurled from Mt. Hood and Mt. Jefferson by the "thunder spirits" who lived in the craters of the mountains. The legends say that the "spirits of the mountains" robbed the nests of the thunderbirds and hurled the "thundereggs" to the accompaniment of much thunder and lightning.

Thundereggs make fine jewelry, bookends, paper weights, and other decorative objects when cut and polished.

SUGGESTIONS
FOR
TEACHERS

Have students:

Set up a place to display thundereggs they might bring to class.

Share information about their rocks through show-and-tell, dramatization, or question-and-answer period.

See uncut thunderegg, a cut thunderegg, and jewelry made from them.

See a classroom display of rocks and minerals common to Oregon. (Many intermediate education districts have kits available.)

Locate on maps where the rocks are found, especially the thunderegg.

Play a game of "Twenty Questions."

Each child could put his rock in box and class would ask questions until they guessed what was in the box.

Visit a rock show or museum.

Invite a "rock hound" to show-and-tell.

Go "rock hounding."

(Note: The illustration of the thunderegg shows a cross-section of a cut and polished rock.)



52

**State
Symbol
STATE
INSECT
Oregon
Swallowtail
Butterfly**

The Oregon swallowtail was made Oregon's official insect in 1979 by the state Legislature. It is a true native of the lower sagebrush canyons of the Columbia River and its tributaries, including the Snake River drainage area.

The butterfly is predominantly yellow and is not easily captured. It is a strong flier and is part of the swallowtail family of butterflies which were so named because of their lower wings. Its botanical name is *Papilio oregonius*.

Other swallowtails are found throughout Oregon, the most common of which is the Western Tiger Swallowtail found in Western Oregon and the two-tailed swallowtail found in the arid country east of the Cascades. All three of these swallowtails are predominantly yellow and have black markings, each a slightly different, but distinctive pattern.

State
Symbol
STATE
DANCE
Square
Dance



**State
Symbol
STATE
DANCE
Square
Dance**

In 1977 the Oregon Legislature designated the square dance to be the official state dance. Named for the patterns that the dancers follow, the dance has a combination of various steps performed by four couples grouped to form a square. The pioneer origins of the dance reflect the lively spirit of Oregon's heritage and "exemplify the friendly, free nature and enthusiasm is part of the Oregon character." (*Oregon Blue Book, 1985-86*)

Square dance groups have formed in many cities and towns throughout Oregon for fun and exercise. The dancers usually wear costumes that are typical--very full skirts with many petticoats underneath for the women and blue jeans for the men.

A caller in person or on record "calls" or chants the directions for the steps and figures for each dance. Sometimes a fiddler is hired to provide the musical accompaniment.

Square dances were a popular form of entertainment in the early days of our country when everyone made their

own entertainment and there were no radios, televisions or movies. The tradition and the fun are still a part of Oregon's social life.

State
Day
ADMISSION
DAY
Oregon's
Birthday

Our state's birthday falls on the same day as Valentine's Day—February 14. When the early settlers and leaders finally learned the good news about Oregon's admission to the Union in 1859, it was a bit like receiving a belated Valentine! News traveled slowly in those days, so when President James Buchanan signed the act of Congress ratifying Oregon's state constitution on February 14, 1859, in Washington, D.C., it took more than a month for Oregonians to learn of this. In fact, the state officials who were elected at the same time that the state's residents *voted to adopt* the state's constitution were in office almost a year before they learned that their positions were legal under the newly ratified constitution!

How did the news that Oregon was accepted as the thirty-third state in the United States actually get here? It was sent from Washington, D.C. to St. Louis by telegraph (where the lines ended). Overland Express took the news to San Francisco and a steamer carried the news on to Portland. As there would not be a boat going up the Willamette River for several days, a horseback rider was sent with the good news to Salem where it was received with great relief and general rejoicing.

SUGGESTIONS
FOR
TEACHERS

Have students:

Bake Oregon a birthday cake. Two cake mixes baked in two 9" x 13" pans make a sheet cake when frosted together and decorated by the children. Put appropriate number of candles or numerals representing age on top.

Write about the experience and make stories in shape of a birthday cake.

Give a birthday party for Oregon. Use Oregon symbols and colors for decoration. Sing Oregon's song. (Remind children that Oregon was the 33rd state to be admitted. Point out the 33 stars on the Oregon flag. Show how the stars on the American flag represent each state.)

Interview a senior citizen who "remembers when." These people are often delightful individuals who can also be invited into the classroom.

Make video-tape enacting the arrival of news of admission. Show to other classes or parents.

Find Oregon on a map of USA. Use maps of North America. Mark directions, their city, the state capitol. Keep it simple.

Design class valentine and Happy Birthday Oregon card to send to their state legislators.

State Week ARBOR WEEK

Improving Our Environment

Arbor Day was first observed in Oregon in 1889, following the legislative designation of the day as an annual occasion for the planting and preserving of trees by school children.

Recently the first full week of April has been designated as Arbor Week by the legislature because of the importance of trees and the products derived from them to Oregon's economy and tourism industry.

Are trees as important to man now as they once were?

Yes, but in a new way. Few people today believe as the early Indians did that spirits live in trees. Today trees are held in high regard for other reasons, but man still feels closer to nature in a forest than in the city.

This is why our government has set aside large forest areas for the public to use.

Man is a part of nature and he wants and needs the products of the forest. He has learned that the forest is a renewable resource. With planned harvesting and replanting, he can have forests indefinitely.

In Oregon there are over thirty and a half million acres of forest land, both publicly and privately owned. There are two distinct forest regions—the

SUGGESTIONS FOR TEACHERS

Have students:

Develop a slide show. Bring slides taken in forest when camping, fishing, hunting. Using the Inquiry approach, list benefits from the forests, categorize the list and proceed with further study groups. (Culminating activity could be planting a tree in the name of the class.)

Write Tree-O-Grams telling the trees how much we like them and why.

Discuss conservation and preservation of nature. Discuss forest planning and replanting forests as a part of harvesting the forest.

Invite a forester to talk to the class about his work.

Make a list of the ways trees help us (products, clean air, soil conservation, food for wildlife, etc.).

Visit a nursery to learn about the variety of trees and shrubs.

Use microscope to look closely at leaves and bark. (Relate to science concepts.)

Examine good cross-section specimen of tree rings. Count rings (time concepts).

Collect variety of leaves. Use them to make designs.

Douglas fir region west of the summit of the Cascade Mountains, and the Western pine region eastward.

Forests not only provide the livelihood for many Oregonians, but they also contribute to the state's economy and its beauty. Trees help clean our air, provide shelter and food for wildlife and provide aesthetic value for everyone.

The public schools are charged with using Arbor Week as a time to make pupils aware of the benefits that come from preserving and perpetuating our forests. This is a time to foster a better understanding of our environment and the means to preserve and improve it.

Develop interest in growing things by starting a terrarium, sprouting seeds, bulbs, leaves, etc.

Correlate with study of state tree and flower.

Make leaf prints.

Make leaf fossils.

Make a sandbox forest with sticks and other natural materials. Include a plain area of soil and show erosion by pouring water on downhill slope.

Check playground area for examples of erosion after a rain.

Compare forests with meadowlands, coastal beaches, high bare mountain peaks.

Coordinate with the explorations and research by David Douglas ("People to Know").

**State
Week
WOMEN
IN
HISTORY
Recognizing
Significant
Contributions**

The second week in March has been designated as Women in History Week. Oregon has many women whose lives and achievements are worthy of commemoration.

Frances E. Willard (1839-1898) was a famous American educator and social reformer. Much of her fame comes from her organization of the temperance movement. Her plan was used for national prohibition as set forth in the 18th Amendment of our Constitution. She was also a strong advocate of woman's suffrage.

Another advocate of obtaining voting rights for women was Abigail Scott Duniway who came to Oregon as a pioneer child. (See "People to Know")

Women of the 20th century who deserve recognition include Edith Green, former Congresswoman from Oregon who served in the House of Representatives from 1954-1974. According to her son, "She was the first woman in the country to be elected to Congress on her own." She is particularly remembered for her

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Research famous Oregon women and publish "Who's Who in Oregon."

Classify jobs according to traditional female work and traditional male work. Discuss the changes that have taken place and why they have.

Think about the difficulties that faced women who tried to break out of their traditional roles in the 1800s and early 1900s.

Make a list of nontraditional jobs women are doing today.

Interview a woman business person in your community.

Invite a professional woman to speak to the class.

See pages in this book about Abigail Scott Duniway and Sacajawea for other activities.

Make a collage showing women at work in many professions.

firm support of education and opportunities for women to attend college. Mrs. Green died in April, 1987.

Outstanding women in other fields are Dorothy McCullough Lee, mayor of Portland in the 1950s, Norma Paulus, Barbara Roberts and Wendy Roberts in state government, and Mary Decker Slaney, premier distance runner.

Indian
Legend
WATERFALLS
How The
Willamette
Falls
Were
Made

In times long ago before there were many people in the world, the Indians believed that the trees and animals moved and talked like human beings. They tell this story about how the Willamette Falls were made:

"Let's make a waterfall across the river," said Meadowlark to Coyote. So they made a rope by twisting together young hazel shoots. Holding one end Meadowlark went to one side of the river. Coyote stayed on the other side. Carrying the rope between them they went down the river to a place near where Salem is today. They stopped and Meadowlark said, "Let's make it here."

But Meadowlark spoke in Clackamas and Coyote only knew the Kalapuya language. He did not understand what she said. Instead of making waterfalls, he turned some animals into rock.

Meadowlark and Coyote walked on down the river to where Oregon City is today. "Let's make the waterfall here," said Meadowlark. This time she used sign language and Coyote understood.

So they stretched the rope tight. Coyote pulled hard. Meadowlark pulled with all her might and pressed her feet hard against the rock she was standing on. Then Coyote

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Hear or read simplified version of legend.

Learn some Indian sign language.

Play a game like charades using the sign language. Or just use the sign language we use today and play regular charades.

Illustrate different points in the story so that when displayed in sequence, they will tell the story.

Make up their own legends to explain some natural phenomena such as "why there is rain" or "how mountains are made" or some natural formation nearby. (Explain that Indians often used animals that act and talk like humans, so they can incorporate that idea in their stories.)

Write a group story to which each student contributes.

Take a field trip to see the Oregon City falls.

Take a field trip to see the Oregon City falls or local waterfalls and relate it to the legend.

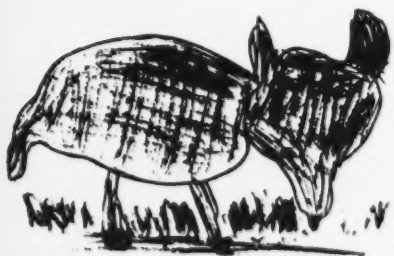
Make shoe box dioramas.

Dramatize the legend with students or with puppets.

called on his great powers and turned
the rope into rock. The river poured
over the rock.

So that is how the Willamette Falls
were made at Oregon City and not at
Salem.

Coyote



Indian
Legend
CRATER
LAKE
Home Of
The
Great
Spirit

Crater Lake is Oregon's only *national* park. Because of the intensity of its color and the uniqueness of its formation, the Indians have many legends about the lake. The legends usually make the lake and the mountain around it the dwelling place of the great spirits that rule their lives, and they regard it as a sacred place where they are not welcomed.

The Klamath Indians tell this story about Crater Lake:

A band of Indians were returning from a hunting trip and went up a mountain. At the top of the mountain they looked into its crater and saw a most beautiful blue lake—bluer than the skies above it. They were awed by the intensity of the blue depths and by the smoking island in the lake. They were sure it was the home of Llaos, the Great Spirit.

Feeling that they had invaded forbidden ground, they quickly retreated down the slope and made camp for the night a fitting distance away.

But one of the Indian braves could not forget the beautiful sight. He could not resist going back to stand on the rim and gaze at it. When he came away he felt much stronger. He went again and came away stronger and more powerful. After a third

SUGGESTIONS
FOR
TEACHERS

Have students:

Write the National Park Service, Interior Building, Washington, D.C. 20240, for folders and information about Crater Lake.

Inquire if anyone in the area has worked as a guide during summer months at Crater Lake. If so, invite them to class to share information about it.

Pantomime the Indian legend of Crater Lake.

Discuss legends in general. Why did the Indians make up legends? How were these legends passed down?

Dramatize the legends.

Illustrate the legends.

Choose an Indian name for themselves and write the reasons for choosing it.

Write an Indian name for someone in class and let the class guess for whom the name is intended.

Discuss Indian cultures, past and present. Consider such things as: Why and how have Oregon tribes changed? Can we understand their old ways and their legends and appreciate their heritage?

Draw or write a narration for a television documentary about Indians using a "Then and Now" theme.

visit he grew daring and decided to go down the steep side of the crater. He bathed in the beautiful blue waters. After this he was the strongest and most skillful warrior of the tribe. Other Indians wanted to do as he had done. So they, too, looked at the lake and bathed in its waters and each one came away more powerful than he had been before. They were better hunters, faster runners, more sure of their skills.

But one day, for some unknown reason, one Indian brave, when he was bathing in the lake, killed one of the creatures that lived in the water. Suddenly hundreds of lake creatures, or Llaos, came from the water, rushed after the warrior and killed him. This ended the spell for all Indians, and they now knew that they could no longer go to the lake.

The fathers told their sons, and those sons told their sons even till today that "death will come to any Indian who even dares to gaze upon the blue waters of Llaos Mountain."

Indian Legend MOUNTAINS Bridge Of The Gods

The Great Spirit placed his sons upon the earth. They were Klickitat in the north and Wyeast in the west. Between them was the Great River which was crossed by a natural bridge. The Great Spirit placed Loo-Wit as guardian of the bridge. All was peaceful and happy until beautiful Squaw Mountain moved into a valley between Klickitat and Wyeast.

Now both brothers fell in love with Squaw Mountain and soon they began quarreling with each other. At first they argued, growled, and rumbled at each other. They stomped their feet and spat ashes and fire in the air. They belched forth great clouds of black smoke so that the sun was hidden. Then they hurled white-hot rocks. Finally, they threw so many stones onto the Bridge of the Gods and shook the earth so hard that the bridge broke in the middle and fell into the river.

Loo-Wit had tried to stop the fighting. When she could not stop it, she stayed at the bridge and tried to save it, but when it fell, she fell also. The Great Spirit knew of her faithfulness and said that he would grant her one wish. She asked to be young and beautiful. And so we see her today standing young and beautiful as Mt. St. Helens (in

SUGGESTIONS FOR TEACHERS

Have students:

Make a topographical map of Mt. Adams, Mt. St. Helens, Squaw Mt., Mt. Hood and Columbia River area.

Make a relief map of the area of the mountains. (Modeling mixture: 2 c. salt, 1 c. flour, 1 c. water. Mix until smooth and pliable. Form on piece of plywood. Paint when dry.)

Discuss formation of the Cascade Range.

See films and filmstrips about volcanoes.

Make up a legend about something in their own community.

- a) Pacific Ocean—Why the waves never stop**
- b) Snake River—Why the river is called the Snake**
- c) Why it rains so much in the Willamette Valley**

Learn how legends vary. (Choose a short story. Select three or four children. First child reads story or has story read to him. He tells the story to a second student while class listens [the selected children do not hear the story until their turn comes]. Second child repeats the story to third, and third to fourth. The teacher reads story and class discusses how it has varied by being retold.)

Act out legend while narrator reads.

Washington). Nearby stands tall Klickitat, whom we know as Mt. Adams, and across the Great River (the Columbia) stands Wyeast, Oregon's Mt. Hood, the most beautiful mountain of all!



(Mountains can be made of butcher paper—cone shaped and large enough so child can get inside. Crumpled colored paper can be "hot rocks and fire" thrown from hole in the top. Class could write legend in own words after hearing it read or told to them.)

Depict the Indian legend by making dioramas (shadow boxes) in shoe boxes. Glued inside in three-dimension fashion are cutouts from colored paper, magazines, etc., of characters, scenery, animals, etc.

**People
To Know
DR.
JOHN
MCLOUGHLIN
Father
Of
Oregon**

The 1957 legislature bestowed upon Dr. John McLoughlin the honorary title of "Father of Oregon" in recognition of his great contributions to the early development of the Oregon Country.

Doctor McLoughlin was a tall, imposing man trained as a physician. When the Northwest Fur Company united with the Hudson's Bay Company, he was put in charge of the Columbia (River) Region. He arrived in the area in 1824, and when Fort Vancouver was completed in 1825 he made it the headquarters for the entire district, which included the southern interior and coastal region of the area west of the Rockies—at that time jointly held by the United States and Great Britain. From here he directed the far-flung operations of the fur trade

Although it was in the interests of his fur company to keep the land sparsely populated, Doctor McLoughlin sympathized with the early settlers. until his resignation in 1846.

He was known to the Indians as the "White-Headed Eagle." He dealt strictly but justly with the Indians, as witnessed by the fact that there was no serious disturbance in all his territory during more than 20 years of his rule.

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Retell the story in their own words. (Teacher can present material on Doctor McLoughlin in simplified version emphasizing his kindness, helpfulness and good neighborliness to all.)

Write a group story to be reproduced and put into their Oregon booklet.

Draw Dr. John McLoughlin's portrait. (Show them a picture of him and describe him as a stern-looking man.)

Draw pictures of him helping Indians and missionaries.

Tell about what "good citizenship" means to them or describe how Dr. John McLoughlin was a good citizen.

Dramatize the life of Dr. John McLoughlin as Oregon's first doctor.

Find out about medical tools and methods available at that time.

Take a field trip to Oregon City to see McLoughlin's house. (Coordinate with legend of Oregon City waterfalls.)

Take a field trip to Fort Vancouver, Wash. (Coordinate with other travelers who came to that fort—David Douglas, etc.)

Discuss fur trading, seals, beavers, and how beaver hats were in style in England at that time. (Coordinate with study of the beaver.)

He treated them generously, allowing missionaries to settle and giving early pioneers seeds, food, and the help they needed after the long, hard trip from the East.

Because of his despair with the failure of Britain to colonize this area, he resigned his position with the Hudson's Bay Company. After the territory became American property, he became an American citizen (1848), and settled in Oregon City where he set up a store.

His house in Oregon City was built in 1846, a two-story house on Upper Main Street. In 1909 it was moved to a park which Doctor McLoughlin dedicated when Oregon City was first planned. It is now a museum and national shrine and contains many items that were actually used by the McLoughlins.

He had at one time married an Indian woman, but later married Marguerite W. McKay and they had a family of four children. He died in 1857. A statue of Doctor McLoughlin can be seen on the Capitol grounds in Salem, and his picture is the focal point of one of the large murals inside the Capitol rotunda.

Construct a fort on a table.

Make a mural for the wall using corrugated paper and sticks for trees, etc.

Pretend they are children who have come to Doctor McLoughlin's store to buy candy. Tell what they might see and how they might feel in a pioneer store.

Dramatize an incident at the Hudson's Bay Trading Post when a group of Indians bring in fur pelts to trade.

Dramatize the arrival of a new family to the Northwest. How will they feel after traveling so far? Will they be in need of friends? Tell how they will look for supplies and how Doctor McLoughlin might help them.

Bobby
Dr. John McLoughlin



People
To Know
TABITHA
BROWN
Mother
Of
Oregon

SUGGESTIONS
FOR
TEACHERS

Tabitha Brown is officially the Mother of Oregon. She was chosen by the 1987 Oregon Legislature because she "symbolizes the vigorous enterprise and humane spirit that continue to enliven this state" and she represents "the distinctive pioneer heritage and the charitable and compassionate nature of Oregon's people."

Mrs. Brown was born in 1780 in Massachusetts as Tabitha Moffatt. Her father, a doctor, saw to it that she was well educated. In 1799 she married a preacher named Clark Brown. Mr. Brown died in 1817 leaving Mrs. Brown with her three children to provide for. She taught school and kept a boarding house to earn money for their livelihood.

In 1846 she decided to move to Oregon with two of her children and their families. They arrived on Christmas Day in 1846 after a nine month trip that was full of delays and hardships. She stayed with a Mr. and Mrs. Clark, missionaries from New York, in Tualatin, with whom she established a school for orphans. Mrs. Brown agreed to receive the children, rich and poor alike. Those

Have students:

Retell the story of Mrs. Brown's life in their own words.

Listen to the diaries of Mrs. Brown read from Holmes' book.

Write a play about Mrs. Brown's journey to Oregon and act it out.

Discuss what kinds of work the boarding students at Mrs. Brown's might have helped with.

who could, paid \$1 a week for board, room, washing and all, which she provided--laboring "for nothing" for one year. Mr. Clark and others donated provisions if there was not a "sufficiency of cash coming in to sustain the poor." She taught them practical skills, manners, and hymn singing. As the years went on, she was regarded as the energy that encouraged the men to keep the school going.

Mrs. Brown's journal tells about her work: "The last Saturday night in April I arrived at the Plains again; found all things in readiness for me to go into the Old Meeting-House and cluck up my chickens the next Monday morning. The neighbors had collected together what broken knives and forks, tin pans and dishes they could part with for the Oregon Pioneer to commence housekeeping. A well educated lady from the east, a missionary's wife, was the teacher. My family increased rapidly. In the summer they put me up a house--I had now thirty boarders of all sexes and ages, from 4 years old to 21. I managed them, did almost all of my own work, but the washing, which was always done by the scholars.

(Tabitha Brown - continued)

In the spring of '49 we called for trustees; had eight appointed; they voted me the whole charge of the boarding house free of rent; established the price of board at \$21.00 a week, and whatever I made over and above my expenses was my own. In '51 I had forty in my family, at \$2.50 a week; mixed with my own hands 3,423 pounds of flour in less than five months.

Mr. Clark, for the establishment of the school, gave over to the trustees one-fourth section of land for a town plot. A large, handsome building is upon the spot we selected at the first starting. It has been under town incorporation for two years; and at the last session (of the legislature) a charter was granted in connection for a University to be called the Pacific University...."

Tabitha Brown died in 1858 in Salem, Oregon. She is buried in the Pioneer Cemetery off south Commerical Street in Salem.

(Quotations taken from *Covered Wagon Women*, Vol. I, edited and compiled by Kenneth L. Holmes.)

**People
To Know
CAPTAIN
MERIWETHER
LEWIS
Finding
A Way
West**

Meriwether Lewis was born in Virginia not far from the home of Thomas Jefferson. Their families were good friends.

In 1794 he enlisted in an expedition to quell the Whiskey Rebellion in western Pennsylvania, and then joined the regular army in 1797.

He was chosen by President Thomas Jefferson to become his private secretary in 1801, and this led to his appointment as head of an expedition to explore the Louisiana Territory in 1803.

The expedition set out from St. Louis, Missouri, in 1804 and arrived at the mouth of the Columbia River where they wintered in 1805. Their camp was called Fort Clatsop. It was located just south of Fort Astoria, and was chosen because the hunting was good and the ocean was easily reached so that the expedition could make their own salt. In fact, the salt cairn can be seen today at Seaside—a pile of rocks on which the fire was built. Ocean water was boiled constantly to evaporate the water and leave the salt.

During the expedition Lewis proved to be a resourceful and brave leader. Among the Indians he was called "Long Knife." He reported that the Indians with whom he dealt and who

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Tell the story of the Lewis and Clark Expedition. Perhaps read a story about the two famous explorers.

Write a simplified version of the story.

Produce a play depicting one or several of Lewis and Clark's adventures.

Show the route of the Oregon Trail on a map with special emphasis on the in-state part. (The State Highway Department has an excellent map available for the asking.)

Set up a "typical camp" in the classroom. Take part in activities involving the routines of camp life.

Make a model of Fort Clatsop out of toy logs or ice cream sticks purchased from art/craft supply.

Paint mural showing specific areas of the trip.

Tell about historical places they have visited.

Study mapping techniques to understand what Lewis and Clark were doing. Print on cards (or ditto) questions for map study such as:

If I lived in _____ (your town or another) what direction would I go to reach Portland, the ocean, Pendleton, etc.

What counties would I cross to go from Grants Pass to Crater Lake,

he put in charge of various jobs such as supplies and horses, were very trustworthy and dependable.

He had many exciting adventures. One day he was returning to camp and killed a large buffalo. He was so intent on getting the meat, he forgot to reload. Suddenly he looked up to see a large brown bear not 20 paces away coming for him. He escaped by leaping down an embankment into waist-deep water. He reloaded his gun after the bear departed and continued toward camp. On the way he was surprised by a crouching, snarling wolf (probably wolverine). He shot the animal, which disappeared into a burrow. Then a short way farther on, he was charged by three bull buffaloes who came to within 100 yards of him and came to a sudden stop. Late that night he rejoined his party. However, the climax to these adventures was topped off when he awoke the next morning to find a large rattlesnake coiled on the trunk of the tree under which he had been sleeping! The party returned to St. Louis, Missouri, in September 1806.

Lewis, along with Clark and Sacagawea, is depicted in one of the stone sculptures at the entrance to the Capitol in Salem.

or Crook County to Baker County, etc.

Find the county seat of _____.

Plan a Captain Lewis Day or Week.

Write poems of his bravery.

Come dressed as explorers—1804 style! Bring compasses and map-making kit, (premake in class the week before).

Map a journey through the school grounds or near-by park. Follow the map.

Plan a menu of what they think Lewis and his men might have eaten on their journey. Prepare and eat on Captain Lewis Day. Suggested menu: Buffalo Stew (made with beef, potatoes, and vegetables), Sacagawea Corn Bread (any corn bread recipe), Discovery Salad (carrot sticks and peanut butter), Expedition Dessert (applesauce).

Visit salt cairns that Lewis and Clark made in Seaside.

**People
To Know
CAPTAIN
WILLIAM
CLARK**

**A
Great
Leader**

William Clark was born near Charlottesville, Virginia, in the county next to the Lewis family farm. They considered themselves near neighbors, and the two boys grew up as close friends, although Clark was four years older than Lewis.

William was the ninth child in the family. An older brother was George Rogers Clark, who distinguished himself as a soldier in the midwest.

When he was 14, the family moved to Kentucky. Although his schooling was scant, William developed self-reliance and boldness that made him a leader among men. At 19 he joined the infantry, and two years later became a Captain in the militia. He was promoted to Lieutenant in the infantry and served under Mad Anthony Wayne. By the time he was 25, his capacity for leadership was recognized and rewarded. He even found himself a superior of Meriwether Lewis on one assignment with Wayne's troops.

With this renewal of their friendship, it cannot be considered surprising that Lewis immediately chose to have Clark as his co-leader on the trip of exploration to the Pacific Ocean. Clark was known among the Indians as "red-hair chief." He had a natural ability to gain and keep the Indians'

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Read portions of books about Captain Clark. Talk about the time when he lived.

Make a continuous "filmstrip" on butcher paper depicting the major events in Clark's life. Write sentence labels for each picture. Wind ends onto cardboard rolls and turn as several children narrate.

Make simple maps showing the route Lewis and Clark followed in their travels.

Play imagination game—How do you travel over mountains where there are no roads? How do you get around rapids and rocks in the rivers? How do you get through forests with few, if any paths? etc.

Taste beef jerky, edible wild berries, etc., to stimulate discussion about what explorers might have eaten on their journeys. How did they get salt? Where did they get water?

Draw type of log houses explorers lived in (using pennies and rulers).

Prepare a skit or playlets of events in the Lewis and Clark journey, such as: the first sight of the Columbia River, Christmas at Fort Clatsop.

Pretend they are traveling with Clark. Write a letter to tell the folks back home what they are seeing.

respect and trust. In this and other ways, Clark proved invaluable to the expedition. The two leaders worked well together and their earlier childhood friendship grew stronger.

On their return to St. Louis, Clark was appointed brigadier-general of the Territorial Militia and Indian agent by President Jefferson. When the Missouri Territory was formed, Clark was appointed governor of the Territory four times, until Missouri became a state in 1820. Then in 1822 he was made superintendent of Indian affairs, a post that he occupied until his death in 1838.

Clark saw to the publication of the journals of the expedition in 1814.

Clark is shown at the state Capitol as part of the outside sculpture and also in one of the rotunda murals.

**People
To Know
SACAGAWEA
Fearless
Teenager**

Sacagawea was a Shoshone Indian woman who became famous for the help and guidance she rendered to the Lewis and Clark Expedition to the Northwest in 1805-06.

Although common usage spells her name, Sacajawea, the Indian language spells it either as Sakakawea or Sacagawea, which is translated to mean the Bird Woman or White Bird Woman.

Sacagawea was born near Salmon, Idaho, and as a young girl (12-14) was taken captive by the Kidatsa Indians, part of the Mandan tribes in the upper Missouri River region. In her teens she married a French-Canadian guide and interpreter by the name of Toussaint Charbonneau. (She was either bought as a slave or won in a gambling game.) When Charbonneau was hired for the Lewis and Clark Expedition, she came along with her newly born son, Baptiste.

Having a woman with the expedition meant to the Indians that this was not a war party. Clark wrote, "A woman with a party of men is a token of peace." Thus, her presence no doubt helped their passage through hostile country.

Sacagawea was at 17 a sturdy traveler. Brave, strong, competent, and industrious, she greatly aided the

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Discuss the interdependency of man. (Today we call in an expert in specialized areas to help; experts become so with experience and study. How did Sacagawea learn about the wilderness? Why did she learn these things? From whom did she learn? Could our teenagers today know all they need to survive in our culture? How do we learn now?)

Invite a forester or experienced hunter to talk about the wilderness and survival techniques and hazards.

Make a table top scene of the typical campsite of the Lewis and Clark expedition—or of their traveling methods.

Make a mural or backdrop for a table top scene. Map their route on a bulletin board. Draw and/or cut pictures from magazines depicting the wildlife and scenery they might have encountered.

Draw scenes from the Lewis and Clark expedition. (Write situations on cards for the children to draw, from which to relate ideas or to dramatize solutions. Example: need to cook a deer; came upon a waterfall in their boats; came upon an angry bear; a man breaks an arm; ran out of meat; shoes worn out; etc. How might Sacagawea be better

expedition by her quick reactions and sensitive dealing with the Indians they met. At one time when the waves of the river threatened to swamp the boat and wash valuable supplies away, Sacagawea grabbed her infant with one hand and the precious medicines, instruments, and papers with the other.

Through her, the group got horses from the Shoshone peoples for transportation across the Rocky Mountains. Later on they had to eat the horses to avoid starvation. Many times she pointed out the shortest or the easiest way to follow through the mountains.

There are two conflicting theories about the fate of Sacagawea. The most popular theory maintains that a few years after the end of the expedition, she left her husband (reputedly because of cruel treatment). It is said that she later married a Commanche brave and her final years were spent on the Shoshone Reservation where she died at a great age (97-100).

Sacagawea is reputed to have more statues, monuments, and plaques in her honor than any other woman in the nation. Two mountains, one peak, one river, three parks, and one museum have been named after her. One statue can be seen in Washington Park, Portland, Oregon.

Sacagawea was an Indian.
She helped Lewis and
Clark. She found food.


Sacagawea was pretty.

at solving some of these than the white man—and the other way around?)

Visit local historical museum, if available.

Take a bus ride into the country. Try to find ways that Oregon looks different from the way it did years ago. How did people cross hills, plains, and rivers without buses and roads?

Try to plan a hike and cook out the way Lewis and Clark might have done—no roads, no maps. Designate responsibility—right man for the right job. Then take a trip!

Let small groups put together a play for the class or for other classes.

Read stories about Sacagawea and tape record them to be played for the entire class. Give oral reports about books read.

Write stories about Sacagawea using Indian picture writing. (See *People to Know*, Chief Joseph.)

When visiting the state Capitol, take special note of mural carvings and statue of Sacagawea.

**People
To Know
DAVID
DOUGLAS
Roving
Scientist**

David Douglas was born in Perthshire, Scotland, in 1798. He was a botanist of some note in England and made several trips to the Pacific Coast to explore the new found flora and fauna.

In 1824 the 25-year-old botanist was sent by the Royal Horticultural Society of London to the Pacific Northwest. He made his headquarters at Fort Vancouver. In Oregon he traveled in the Willamette Valley, down the Umpqua and McKenzie Rivers, and along the coast in the Coos Bay area.

Douglas suffered many of the hardships of the pioneers, although he often was safe in wandering alone among the Indians because they believed he had supernatural powers over the flowers and trees.

During his travels he discovered more than 50 species of trees, including the Douglas fir and sugar pine, and more than 100 kinds of shrubs, ferns, and other plants. He collected seeds and specimens as he traveled, but often lost whole or part of the collections when his canoe overturned or the rains spoiled them. He noted his difficulties as a collector in his journals. On June 16, 1826, he wrote, "Last night I was much annoyed by a herd of rats which devoured every

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Identify Douglas fir and sugar pine in areas where it grows. Ask students in junior high and senior high speech classes to tell the story of David Douglas—in person or on tape.

Discuss concept of the elapse of time in years. How long ago did Douglas travel? When did he explore in Oregon? Relate to ages of grandparents, parents, themselves. How many years does a Douglas fir or sugar pine live?

Draw a timeline—horizontal or vertical—to help develop time concept. (See Douglas fir and Arbor Day suggestions.)

Get a set of live trees from Forest Service. Demonstration sets are available on loan.

Interview Forest Service personnel.

Invite a forester to talk to class about modern forest practices—"multiple use," "clear cutting," "thinning," etc.

Visit a commercial forest area to see modern methods. (Society of American Foresters could probably provide a guide and could recommend areas to visit.)

Invite a Forest Service person to talk to the class and tell about the work his agency does. How does it help to keep Oregon beautiful? How can we

particle of seed I had collected, cut a bundle of dry plants almost right through, carried off my razor and soap brush."

Another time he relates that he was trying to find the kind of pine trees from which the local Indians were eating seeds like nuts. (It was sugar pine.) When at last he found a fine stand of the sugar pine, he gathered a fine collection of cones. Some Indians who were unfamiliar with him appeared. Douglas wrote, "I put myself in possession of a great number of perfect cones, but circumstances obliged me to leave the ground hastily with only three; a party of eight Indians endeavored to destroy me."

He met an unfortunate end at an early age when he was traveling in the Sandwich (Hawaiian) Islands. He fell into a pit made by the natives to trap wild cattle, and was gored to death by a wild bull that had been trapped there.

David Douglas is well remembered in Oregon for the Douglas fir and the Douglas maple.

help?

Take a field trip into forest to gather pine nuts.

Make a map of Douglas's travels in Oregon.

**People
To Know
JASON
LEE
Missionary
and
Founding
Father**

The Reverend Jason Lee, his nephew Daniel, and two other Methodist missionaries came to Oregon and set up a mission station and school near the present day Salem in 1834.

They came in response to an unusual request. In 1832 four weary and starving Indians arrived in St. Louis after a long walk overland from the West. Three Indians were from the Nez Perce and one was from the Flathead tribe. They came looking for a copy of the white man's "Book of Life." People of the town were very moved by the determination of these Indians. These four missionaries responded by returning with two of the Indians to bring the "Word of God" to the Indians. However, conversion of the Indians was not successful on the whole, and eventually the Rev. Mr. Lee concentrated his work among the white settlers.

The Rev. Mr. Lee tried hard to get the United States to officially make Oregon a territorial possession. He traveled East to talk to the officials. Not immediately successful, he returned leading a party of 51 settlers to the Northwest. As of 1840, this was the largest group of genuine settlers to come and start farms.

As the years passed, Jason Lee had

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Construct sandbox map of Oregon. Place mission, Indian settlement, early trails on it.

Discuss the importance of religious men in the founding of our country and the founding of our state.

Make a mural showing various stages of settlement or depicting outstanding events and people such as Jason Lee. Have each scene done by two or three children.

Ask a Methodist minister to talk about the early church in Oregon.

Locate and visit any historic churches in your area.

Construct or illustrate the interior of a pioneer church, where everything was handcarved or hewn. Talk about the tools needed and the skills used.

Find out what became of Nez Perce and Flathead tribes. (Use *Bury my Heart at Wounded Knee*, by Dee Brown, p. 300-304.) Discuss moral actions of Indians and whites.

Ask minister or parent to bring copies of Bibles typical of those used by pioneers and early settlers in their homes.

Research information about their own first schools in their community. Local senior citizens (perhaps grand-

many disappointments. He was removed from being head of the mission. Both his first and then his second wife died. In 1845 he died in the East on a trip to raise money for an Oregon university.

Jason Lee is recognized today as the founder of Oregon's capital city of Salem, and the founder of Willamette University. His general influence in the settlement of the area was great and lasting. A statue of this tall, kindly, devout man can be seen on the Capitol grounds in Salem.

parents) may be asked to share their recollections.

Contact the Oregon Historical Society, 1230 SW Park Avenue, Portland, Oregon 97205, for low-cost information. Contact your local historical society for information and speakers.

Make rubbings from early gravestones in your local cemetery.

Visit the Lee House located on Mission Mill Museum grounds in Salem.

People
To Know
GEORGE
WASHINGTON
BUSH
Black
Pioneer

"George Bush was the wealthiest man that came to Oregon or Washington during the early pioneer days." This was the reputation of George Washington Bush as reported in the *Oregon Statesman* years ago.

Mr. Bush had made his money by raising stock, first in Illinois and then in Missouri. He built the first house in what is now Boonville, Missouri.

Just before moving there to escape slavery, George Bush had joined a trapping party. They crossed the Rocky Mountains, came through the California area held by the Mexicans and up the Pacific coast as far as the Columbia River. They then turned back toward St. Louis. The journey took almost two years and no doubt turned Bush's thoughts to the west when he felt it was time to move again.

He assisted in organizing the Emigration of 1844. He helped finance several families so that they could move west. There were four other blacks in the group. Two were women (Eliza and Hannah) whose names are the only thing we know about them and the other two men (Scott and Robbin), came with Colonel Nathaniel Ford and settled in Polk county with him.

The party came along the Oregon Trail and Bush considered stopping at

SUGGESTIONS
FOR
TEACHERS

Have students:

Make a cooperative book on the life of George W. Bush. (Each student contributes at least one fact which the teacher writes on a chart. Student then makes a picture of his part, writes the information with the picture, and all are made into a book.)

Read stories of other black pioneers.

Dramatize an event in the life of Bush.

Discuss early travel to the Oregon country. Use stories of early pioneers, films, filmstrips.

Write stories, such as: "Friendly Mr. Bush," "Mr. Bush must Move On," "I Met Mr. Bush."

Make a picture story: "Mr. Bush, a Great Man."

Create an original play about the life of Bush or some part of it.

Make a mural of the life and migrations of Bush showing the good he did regardless of his status under territorial law.

Write reports: Should Mr. Bush have had the same rights to live here as the other people? Why?

Discuss changes in the laws relating to rights of minority groups in Oregon and changes in people's attitudes toward minority groups.

The Dalles, but he was not welcomed so he moved on to the Willamette Valley. The fertile valley lands were tempting but there were too many "Yankee settlers" there. Just at this time the legislative committee for the Provisional Government had passed a law forbidding slavery and also the immigration of blacks to the Oregon Territory. The southern influence was strongly felt in Oregon in these years.

People in Vancouver advised Bush that if he settled north of the Columbia River no one would bother him about this law. So he and his family chose to settle just south of the present city of Olympia. The area is still called Bush Prairie.

Bush Prairie was developed into the showplace of the region. Bush had brought fruit and shade tree seeds across the plains with him, and he and his sons soon had a prosperous farm. He was well known for his kind and generous spirit and helped many a travel-worn newcomer with gifts of potatoes, wheat, and beef to help them until they could grow their own.

So well regarded was George Bush that in 1851 a law was enacted by the Territorial Government in Oregon exempting Mr. Bush from the general law that prohibited blacks from

settling in the Territory. Later in the Washington Territory (organized in 1853) a special bill was passed there giving Bush title to his Washington farm lands.

**People
To Know
ABIGAIL
SCOTT
DUNIWAY
Advocate
For
Women's
Rights**

Abigail Scott Duniway was born in Illinois in 1834. On the way to Oregon, her mother died, but her father and eight brothers and sisters continued on west. They settled in Lafayette, Oregon. When she was 18, she taught school in Cincinnati, Oregon (now called Eola) and the following year married Benjamin C. Duniway. He died in 1862 so Abigail went back to teaching school to support herself and her four children. At Albany she started a millinery business.

In 1872 she became publisher and editor of the paper, *The New Northwest*. Her work took her to Portland. This paper pioneered in woman suffrage and equal rights for women. Abigail lectured extensively during her publishing career, which extended from 1871 to 1887. In 1887 she moved to Idaho to aid the woman suffrage movement there. When it was adopted in Idaho in 1896, she returned to Oregon and worked for it until the adoption of the suffrage amendment in 1912.

Interestingly enough, Harvey Scott, then editor of *The Oregonian*, was one of the most outspoken critics and opponents regarding woman suffrage in Oregon. Mr. Scott was Abigail's brother! This obviously didn't deter her!

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Bring articles from local papers dealing with "women's lib" and compare them with the thoughts of the 1870's.

Dramatize parts of Abigail Duniway's life. Show how people felt about what she was doing.

Interview or invite to the classroom some women who are active now in public affairs.

Use role-playing as a means of discussing why for a time only men could vote; what people said to bring suffrage to women; etc.

Discuss why she got involved in women's suffrage. Did being a widow raising a family make a difference?

Ask librarian to find some of Mrs. Duniway's books of stories and poems.

Invite the women's editor of local paper to talk to class.

Ask county clerk to talk about voting practices—how many women/men vote now?

Discuss Harvey Scott of the *Oregonian* and other early newspapermen and their influence on Oregon history.

Produce a class newspaper. Children could choose an editor. Discuss what the editor does. Have each child contribute news to the paper.

Coordinate with study of Women in
History Week (see state weeks).

**People
To Know
OLD CHIEF
JOSEPH
YOUNG
CHIEF JOSEPH
Valiant Leaders
Of The
Nez Perce**

Two of the most famous Indian leaders in America are Old Chief Joseph and Young Chief Joseph of the Nez Perce Indians.

Old Chief Joseph made a treaty with the United States that granted the Nez Perce the Wallowa country forever.

In 1863 the press of the white men and their desire to have the lush rolling pastures of the Wallowa country led the United States government to draw up a treaty calling for the Indians to leave the area and live on reservations in Kansas and Oklahoma. The Nez Perce never recognized this treaty, and they stayed on their lands. Old Chief Joseph died in 1871. His grave is at the west end of Wallowa Lake.

The pressure of the white settlers grew and finally Young Chief Joseph agreed to leave. But the night before they were to go some white men stole a large number of their horses—their most precious possessions—and they went to war. This was a war of defense, as they knew they were greatly outnumbered. They retreated and hoped to reach the Canadian border and live there in peace. For four months they struggled north, they fought 12 different battles, and escaped four different armies. They traveled almost 1,000 miles. Finally starvation, cold,

**SUGGESTIONS
FOR
TEACHERS**

Have students:

List preconceived ideas regarding Indians gleaned from television and other sources at beginning of study. When study is completed, return to list to discuss in terms of what has been learned.

Discuss what a treaty is. Draw up a treaty between two groups of children in the room, subject being selected by the children.

Act out tribal council discussing treaties, leading to understanding of why the Nez Perce never recognized the treaty banning them from the Wallowa country.

Dramatize part of the trip, including surrender.

Draw pictures of faces of sad and happy Indians. How do people feel when they are sad? Happy? How did Indians feel when living in Wallowa country homeland? When they had to leave it? When they moved to a southwestern reservation.

Hear parts of *Joseph, Chief of the Nez Perce*, by Pollack and other Indian stories.

Hear *Bits of Wallowa County Lore*, by Killough. (As interesting sidelights for children, some of this material can be used in storytelling.)

and fatigue forced them to surrender only a few miles from the Canadian border. Young Chief Joseph said, "I am tired of fighting. My people ask me for food, and I have none to give. It is cold, and we have no blankets, no wood. My people are starving to death. Where is my little daughter? I do not know. Perhaps even now she is freezing to death. Hear me, my Chiefs, I have fought; but from where the sun now stands, Joseph will fight no more."

The Nez Perce were removed to reservations in the Southwest, but some years later about 200 of them were allowed to move back to the barren coulees of Colville Reservation in eastern Washington. This was a far cry from the beautiful green rolling hills of the Wallawas, "The Valley of the Winding Waters."

These two chiefs are noted for their great dignity and honor in their efforts to deal with the pioneers. Young Chief Joseph told Government officials in Washington, D.C.: "If the white man wants to live in peace with the Indian he can live in peace. There need be no trouble. Treat all men alike. Give them all the same law. All men were made by the same Great Spirit Chief. They are all brothers."

Share in drawing a continuous mural showing Chief Joseph and his people as they leave Wallowa country enroute to Canada and their surrender. Label sections of mural with vocabulary words.

Make a display of samples of Indian things that have been made or brought in by children. These might include costumes, clothing, drums, baskets, brush mats, arrowheads, etc.

Visit Wallowa Lake and Joseph, Oregon. Sketch the views and areas of interest.

Research Indian food preservation. Eat jerky. Dry and eat apples. Put out grape, plum, raisin and prune in a dish. Note which spoils first.

**People
To Know
TOM
McCALL
Environmental
Leader**

Tom McCall was born in 1913, the second of five children, and raised on the family farm in Crook County. He was the grandson of Governor Samuel Walker McCall of Massachusetts and Thomas W. Lawson, the "copper king."

He graduated from the University of Oregon in 1936 with a degree in journalism.

Tom McCall, long regarded as an environmental activist, is credited with the development of meaningful land use legislation, the cleanup of the Willamette river and restoration of the fall Chinook salmon run, the Willamette greenway project, and the nationally famous "Oregon Bottle Bill."

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Interview local people to determine how the legislation that McCall supported affects your area.

Through discussion, compare Oregon's highways with other states that don't have bottle bills.

Through interviews and discussion determine the lasting effects of the McCall administration.

Discuss how McCall would have felt about the cutting of the remaining old growth timber.

Discuss how McCall might feel about incoming industry as compared to previous or current administrations.

People to Know INDIANS OF OREGON Native Americans

Indians preceded the white man in Oregon by hundreds of years. Originally, there were over one hundred different tribes and bands spread throughout the state each group being unique unto themselves politically, economically, organizationally and linguistically.

The following is a partial list (spellings may vary according to the source used) of the major tribes by approximate geographical location:
Lower Columbia Area: Chinook
Coast Area: Tillamook, Siletz, Yaquina, Alsea, Siuslaw, Lower Umpqua, Hanis Coos, Miluk Coos, Kwatami, Tututni
Inland Valley Area: Clatskanie, Kalapuyans, Mollala, Upper Umpqua, Shasta Costa, Galice Creek, Upper Coquille, Applegate Creek, Takelma, Shasta
Plateau Area: Warm Springs, Umitilla, Cayuse, Nez Perce, Walla Walla
Great Basin: Northern Paiute

Many of the Indian tribes have vanished completely, but some have survived and are currently making incredible comebacks. Perhaps the most noticeable revival is that of the Confederated Tribes of the Warm

SUGGESTIONS FOR TEACHERS

Have students:
 Compare the geographic regions of Oregon to discover some reasons that the coastal and inland valley areas had more Indian inhabitants than any other areas.

Make a "Who's Who" of Oregon Indians or tribes.

Make a quilt with a block for each Indian tribe or group.

Make a totem.

Make a dictionary of Indian words or signs.

Make a map of Indian place names.

Make a carving of an Indian design.

Block print or silk screen Indian designs on t-shirts.

Dye material (tie dye) using natural dyes, i.e., berries.

Springs Reservation. This confederation is responsible for the development of many businesses, the best known being their resort area, Kahneeta Lodge.

Make Indian baskets, i.e., pine needles, or rush baskets.

Make a data base on Indian tribes and locations. Using computer software make a word find or crossword puzzle with Indian-related words.

Give Indian names appropriate to each class member. Children print or write their name as penmanship exercise.

Locate and list Indian names and meanings for places nearby.

Make Indian-type pottery.

Make tepee. Use poles, burlap or butcher paper.

Make Indian-type jewelry, moccasins, headbands, costumes.

Write story in Indian sign language.

Make sign language on torn paper.

Apply brown wash. String with raffia and tie around poles.

Learn Indian songs and dances.

See Indian artifacts at local museums.

People to Know OREGON'S CULTURAL MINORITIES Enriching Our Culture

Oregon finds among its resources a variety of cultures that enrich and strengthen our state. These people bring new thoughts, ideas, talents and ways of life.

In the early '60s Russian-speaking people came to the Willamette Valley via China and South America. Here they have worked hard in the agricultural area becoming successful farm owners. Others have entered different occupations, but most have maintained the key elements of their own culture and religion.

Southeast Asian refugees also came in the '60s and '70s. Some attend Oregon schools and colleges, often excelling in school work and making valuable contributions in other fields.

The Hispanic people have been here much longer and they are involved in many areas of the economy. One famous Hispanic is Alberto Salazar, former marathon runner for the University of Oregon track team.

Another well-known runner is Gus Envela, a Salem high school and then Stanford University student who was born in Equatorial Guinea.

SUGGESTIONS FOR TEACHERS

Have students:
Find out about other culture's religious customs; their handicrafts.

Trace the route of Russian Immigrants on a world map.

Invite a Russian-speaking students in your school to display their crafts or to demonstrate their stitchery.

Find Southeast Asia on the world map. Determine how far refugees from there might have traveled on their way to Oregon.

Learn more about the differences and similarities of Southeast Asian cultures and American culture.

Discuss the reasons that Asian students are often excellent students in school.

Locate countries from which other immigrants to Oregon have come. Try to discover why they came.

Scan the newspapers for roles of women, men and children of different cultures and the impact they make in Oregon.

Mae Yih, a Chinese woman, helps formulate state laws as one of Oregon's current legislators.

A Dutch Indonesian immigrant, Max Rijken, represented Lincoln County for 12 years in the Oregon Legislature before he died in the spring of 1987.

Oregon is honored to have James DePriest as conductor of the Oregon Symphony. A member of the black community, DePriest is also known as a poet. He will be serving as musical director at the Jacksonville (OR) Music Festival beginning in 1988.

Make a Who's Who of outstanding people in Oregon who are from cultural minorities.

Invite members of your community who come from different cultural backgrounds to be guest speakers at your school.

Have a "Salute to Oregon's Cultures Day."

People
To Know
**SYLVESTER
C. SIMPSON**
Superintendent
of
Public
Instruction

Settlers did not bring many books with them but the first book printed in Oregon was a spelling book. It was printed in 1847 at Oregon City by the *Oregon Spectator* press.

When Oregon became a state in 1859, the constitution which the people adopted made the education of their children one of the principal responsibilities of state government. The constitution also created the office of state superintendent of public instruction. Oregon's first four governors served as state school superintendent themselves.

One of the first things the early settlers of the Oregon Territory tried to do after building their homes and establishing their farms or other means of making a living was to organize schools for the education of their children. Many interesting accounts of what the schools were like are found in the history of our pioneer communities.

The first school in what is now the state of Oregon was held in the home of Joseph Gervais at French Prairie (now in Marion county) in 1834. The teacher was Solomon Smith. Both Gervais and Smith were married to daughters of Koboway, chief of the Clatsop Indians, so they were brothers-in-law.

**SUGGESTIONS
FOR
TEACHERS**

Have students:

Discuss compulsory school attendance: why should the state have an interest in an educated citizenry?

Attend a meeting of the local school board after a briefing session on agenda, procedures, expected behavior, etc.

Ask the local school superintendent to talk to the class about his job and the job of the state superintendent of public instruction.

Compare the supplies and equipment used in pioneer schools with the supplies and equipment now used in their own classroom.

Visit a local museum, if available, or other source of historical information to learn more about early schools in the area: where were they located, when were they established, and other items of interest.

Interview their parents as to the schools they attended and draw descriptive pictures or write short descriptions of those schools.

In 1872, the legislature rewrote the school laws, separating the office of governor and the office of state school superintendent and providing for election of the latter. The first state superintendent was supposed to be elected by the 1872 legislature but the lawmakers were in a hurry to adjourn and neglected to fill the office. Therefore, the governor exercised his power of filling state offices which were vacated between elections and appointed Sylvester C. Simpson as superintendent of public instruction on January 30, 1873. Governor LaFayette Grover, Secretary of State Stephen Chadwick, and Simpson constituted Oregon's first State Board of Education.

Sylvester Simpson and his more widely known brother Samuel were born in Missouri of Scotch ancestry. The family crossed the plains in 1846 and spent their first winter in Oregon City. There Dr. John McLoughlin gave them a much-worn volume of Robert Burns' poetry. Their mother taught them the alphabet at the age of four, and they would trace letters in the ashes of the hearthstone of the primitive cabin in Marion county where they lived in the early days. Later their father, Benjamin, had a store at Ft. Yamhill near the Grand Ronde Indian Reservation and Lt.

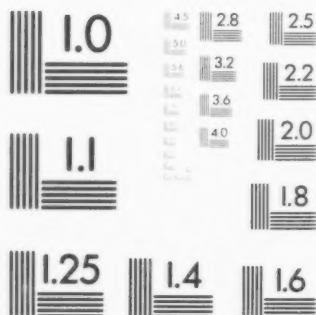
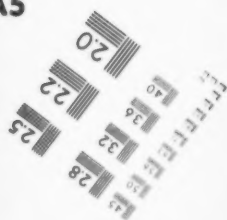
Philip Sheridan (later General) became a good friend.

The two brothers graduated from Willamette University and became editors of the *Oregon Statesman*, a Salem newspaper in which their father held part interest. Both studied law but Samuel decided to stay in journalism. Sylvester became professor of medical jurisprudence at Willamette University Medical School. In 1870 he was appointed state librarian and in 1872 the legislature appointed him and Matthew P. Eady to collect and codify all the general laws of Oregon. He resigned this position when the governor offered him the more influential and important post of state school superintendent. After a year in that position, he went to San Francisco to practice law.

Samuel, meanwhile, was busy writing. He was author of the 1873 edition of the *Pacific Coast Fourth Reader* in which he wrote: "The author has kept steadily in view the fact that the primary object of a course in reading is to *learn to read*." He was a writer for Banford's *History of the West Coast* but gained his greatest fame as "a brilliant writer of incomparable verse." "Beautiful Willamette" was one of his best-known efforts.



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Oregon Facts CLIMATE AND GEOGRAPHY

Oregon is famous for its rainy weather. Jokes like "Oregonians don't tan, they just rust" are commonplace and draw smiles (of pride?) from Oregonians themselves.

However, a close look at this "drippy reputation" will show that only part of Oregon is really rainy. More than two-thirds of the state is quite dry. The coast, the Willamette Valley and the western slopes of the Cascade Mountains receive most of the rainfall which comes mainly in the wintertime. The coast averages 60-80 inches, the slopes of the Cascade and Coast Ranges as much as 100-200 inches annually. Valley rainfall varies from 15 inches in the south to 30-50 inches in the northern section. East of the mountains rain and melted snowpack only total 5-15 inches per year.

During the summer Oregon experiences sunny warm days, cool nights and only infrequent precipitation. Eastern Oregon, protected from coastal winds, tends to be colder in winter and warmer in summer than west of the mountains.

Rainfall is, of course, vital to agriculture. It provides the moisture that makes agriculture Oregon's second

leading industry. Combined with the fertile soils of the Willamette Valley, a widely diverse group of agricultural products are grown--almost 40% of Oregon's dollar income comes from this area. Coastal regions are noted for dairying and cheese production. Drier regions in the southern and eastern parts of the state raise cattle, sheep, grains and other dry land products.

Rainfall, too, is responsible for the beauty of the western landscape. It's what "*Keeps Oregon Green*" and helps attract the tourists who come to visit places of historic and scenic interest throughout the state.

Oregon Facts OREGON'S NATIONAL PARK AREAS

Oregon has a variety of national park areas, but only one national park, Crater Lake. This National Park, located in the southern Oregon Cascade Mountains, has the deepest lake in the United States. Crater Lake lies in the crater of ancient Mt. Mazama; it is believed by geologists that the top of this mountain collapsed thousands of years ago forming the deep lake. The lake is over 6,000 feet above sea level and is 1,932 feet deep. No streams flow into this lake and no outlets have ever been found.

Oregon's two national monuments are the Oregon Caves National Monument in the Siskiyou Mountains of southwestern Oregon and the John Day Fossil Beds National Monument found in north-central Oregon.

Fort Clatsop National Memorial, near Astoria, features a replica of the fort built by Lewis and Clark on their 1804-1806 expedition to Oregon.

Wildlife and birds can be viewed at a number of National Wildlife areas in the state.

SUGGESTIONS FOR TEACHERS

Have students:

Locate the National Park Areas on the map of Oregon.

Write to national park areas for maps and information.

Make reservations for a park ranger from Fort Clatsop to visit your school.

Visit the national park area that is located near your school.

Research the history of Crater Lake.

Read the Indian Legend in this book about Crater Lake.

See also Sacajawea, Captain William Clark and Captain Meriwether Lewis.

Have students find and then make a map showing the National Wildlife Refuges in Oregon. Research the kinds of birds that shelter there.

Oregon
Facts
COUNTIES
OF
OREGON



Oregon
Facts
COUNTIES
OF
OREGON
**Baker
County**

Established in 1862. Named after Colonel E. D. Baker, U.S. Senator from Oregon. He was a Union officer and close friend of President Lincoln. Colonel Baker was the first member of Congress to die in the Civil War.

The county seat is the City of Baker. Baker county was one of the highest gold producing counties in the northwest during its early days, but now depends mainly on agriculture and lumbering as its leading industries.

**Benton
County**

Established in 1847. Named after Senator Thomas H. Benton of Missouri, a long-time advocate of development of the Oregon Territory.

The county seat is Corvallis. Oregon State University is located there. Agriculture, lumbering, research, and development are important.

**Clackamas
County**

Established in 1843. Named for the resident Clackamas Indians, it was first created as one of the four original districts in Oregon.

The county seat is Oregon City, which has played a large role in the history of the state. Lumbering, manufacturing,

agriculture, and warehousing are the important industries.

**Clatsop
County**

Established in 1844. Named for the Clatsop Indians, one of many Chinook tribes living in Oregon.

The county seat is Astoria, the oldest city in Oregon. The Astoria Bridge dedicated in 1966 is the final link in Highway 101, which extends from Alaska to Mexico.

Fishing, lumbering, agriculture, and recreation are the principal industries.

**Columbia
County**

Established in 1854. Named after the river which is its northern border. The Columbia River was named in honor of The Columbia, an American merchant ship sailing out of Boston and captained by Robert Gray in 1792.

St. Helens is the county seat.

Principal industries are agriculture (dairy farming and horticulture), lumbering, and fishing.

The site of the first nuclear-fueled power station is near Rainier.

Coos County

Established in 1853. Named for the Coos Indians who lived on lower Coquille River.

Coquille is the county seat, and the main industries are lumbering, fishing, agriculture, shipping, and recreation.

Crook County

Established in 1882. Named for Major General George Crook of the U.S. Army.

Prineville is the county seat. Lumbering, agriculture, mining (many rockhounds explore this area), and recreation are the principal industries.

Curry County

Established in 1855. Named after Oregon Territorial Governor George L. Curry.

The county seat is Gold Beach, formerly known as Ellensburg.

It is well known for its beautiful coastal scenery, but has valuable standing timber and much agriculture (cranberries and flower bulbs, especially lilies).

Deschutes County

Established in 1916. The name *Deschutes* comes from the early French-Canadian fur trappers of the old Hudson's Bay Company. They called the river "*Riviere des Chutes*," which is French for *River of the Falls*. It was named for the many lovely waterfalls along the river.

Principal products are lumber and plywood, potatoes, and cattle. Recreation interests are increasing, especially around Bend, the county seat.

Douglas County

Established in 1852. Named for United States Senator Stephen A. Douglas, a Democratic candidate for the presidency against Abraham Lincoln in 1860. He was an ardent supporter of Oregon. The county was first created in 1851 and named Umpqua after the local Indians, but the next year was renamed Douglas county.

The county seat is Roseburg. Lumbering is the main industry, but the county is also noted as the only place in the U.S. with a nickel mine (in Riddle). Agriculture is also important within the county.

Gilliam County

Established in 1885. Named for Colonel Cornelius Gilliam, veteran of the Cayuse War. (The Cayuse War was the Indian uprising that resulted in the Whitman Massacre and the settlers' attempt to put down the rebellion.)

The county seat is Condon. The county is truly one of wheat and cattle.

Grant County

Established in 1864. Named for General Ulysses S. Grant, U.S. Army, who was assigned to protect the early settlers in Oregon, and later became famous as the head of the Union Armies in the Civil War. He was the eighteenth President of the United States.

The county seat is Canyon City, famed in early days as the center of the gold mining development. This mining has since been replaced in importance by cattle industry and sawmills. The county is in the center of the largest stand of Ponderosa pine in the U.S.

It is famous for the John Day fossil beds.

Harney County

Established in 1889. Named for Major General William S. Harney, who commanded the Department of Oregon, 1858-59.

This is the largest county in Oregon, and the county seat is located in Burns. It became the county seat only after a fierce political battle when armed night riders spirited the county records away from the town of Harney and took them to Burns in 1890.

Harney county shares with Grant county the largest Ponderosa pine forest in the nation, but livestock raising is also a major industry.

Hood River County

Established in 1908 (although settled much earlier). Named for the river that rises in the upper slopes of Mt. Hood and flows through the county. Mt. Hood was named for an English admiral, Lord Samuel Hood, by Lt. Broughton, captain of the ship, *Chatham*.

The county seat is Hood River, and it is an area famous for its fruit growing, being the leading Anjou pear-

producing area in the world, but also growing apples, cherries, and strawberries.

Jackson County

Established in 1852. Named for President Andrew Jackson.

Early pioneers were lured to the area by the discovery of gold near Jacksonville in 1852 and the completion of a wagon road from Oregon to California.

It is now noted for the extensive fruit orchards, as well as lumbering and manufacturing.

The county seat is Medford now, although Jacksonville served as the county seat for the first 43 years.

Jefferson County

Established in 1914. Named after Mt. Jefferson, which is on its western boundary.

It is noted for its agriculture (seed, potatoes, hay, and mint), as well as cattle and wheat farming in the eastern sections of the county.

The county seat is Madras. The county includes the Warm Springs Indian Reservation.

Josephine County

Established in 1856. Named after Josephine Rollins, the first white woman to make this county her home.

Early pioneers were drawn to this area by the discovery of gold at Sailor's Diggings in 1849, and several U.S. Army forts were maintained in the county. The soldiers engaged in the Rogue River Indian War in their efforts to protect the settlers.

The county seat changed places several times (Waldo, Kerbyville) and finally Grants Pass was permanently established when the railroad came through the state.

Lumbering, agriculture, and mining are the main industries.

Klamath County

Established in 1882. Named after a tribe of Indians who lived in the area.

The county seat was first called Linkville, but later changed its name to Klamath Falls.

Its principal industries are agriculture, livestock, and lumbering.

Crater Lake National Park is within its boundaries.

Lake County

Established in 1874. Named for the many lakes within its borders (Abert, Guano, Crump, Hart, Silver, and Summer Lakes).

The county seat is Lakeview, and the main industries are lumbering, agriculture, livestock, and mining.

Lane County

Established in 1851. Named in honor of the first Territorial Governor, Joseph Lane.

The county seat is Eugene.

Its principal industries are lumbering and the manufacture of lumber products, agriculture, and education. It is also the site of the sand dunes (as in Honeyman State Park) and the Sea Lion Caves.

Lincoln County

Established in 1893. Named for Abraham Lincoln, the sixteenth president of the United States.

The county seat is at Newport in which the Oceanography Research Center is located. Many coastal scenic wonders are in this county, and

fishing and lumbering are the main industrial pursuits of the people.

Linn County

Established in 1847. Named for U.S. Senator Lewis F. Linn of Missouri. He was the author of the Donation Land Law. (This gave free land to settlers in the West and led to the Homestead Law.)

The county seat is Albany. Nearby are rare metals and other manufacturing plants. Lebanon boasts the largest Douglas fir plywood plant in the U.S. The mild climate with plenty of rain and sun makes this one of Oregon's most diversified farming areas.

Malheur County

Established in 1887. Named by a party of French trappers who were attacked by Indians. Many of the trappers were killed and robbed of their furs. The survivors named the river *Malheur*, meaning in French "bad time."

The county seat is Vale, and the area is an agricultural one, with livestock raising and food processing important to the economy.

Marion County

Established in 1843. Named Champoick then and later named Marion in honor of General Francis Marion, a Revolutionary War hero whose nickname was the "Swamp Fox."

The county seat is Salem, which is also the home of Oregon's state government and houses the State Capitol and related government buildings in and around the Capitol Mall.

Marion county is in the heart of the Willamette Valley, and has agriculture and food processing, lumbering, and manufacturing as its principal industries.

Morrow County

Established in 1885. Named for J.L. Morrow, an early resident.

The county seat is Heppner. It is a rich agricultural area noted for its wheat, other grain crops, cattle, garden, and timber products.

Multnomah County

Established in 1854. This was the Indian name for the lower Willamette River and the Chinook Indian tribe who lived

on Wappatoo Island (now Sauvies Island).

The county seat is Portland, which is the largest city in the state.

Important industries include manufacturing, lumbering, and transportation.

Portland is the site of the Portland Zoo and the Oregon Museum of Science and Industry. The Columbia Gorge and Multnomah Falls provide scenic attractions in the county, too.

Polk County

Established in 1845. Named for President James Polk.

The county seat is Dallas, named for Polk's Vice-President, George M. Dallas.

Principal industries are agriculture and lumbering, with some heavy manufacturing.

Sherman County

Established in 1889. Named for General William Tecumseh Sherman, who had visited Oregon prior to the establishment of this county. The county was to have been named for a local pioneer, but on the third reading of the bill it was decided to name the

county for Sherman (perhaps because this same pioneer had objected to inviting the General to visit the House of Representatives).

The county seat is Moro.

The county is one of Oregon's leading wheat producers, so agriculture and livestock raising are the main industries.

Tillamook County

Established in 1853. Named for the Tillamook (or Killamook) Indians.

The county seat is Tillamook. The county is famous for its Tillamook cheese, which is made from the milk of the numerous dairy farms. Lumbering and fishing are also important industries. The county is famous for its scenic grandeur along the coasts and rivers.

Umatilla County

Established in 1862. Named for the Indians of the same name.

The county seat is Pendleton, famous for its Fall Roundup.

The main industries are agriculture, lumbering, food processing, and manufacturing.

Union County

Established in 1864. Named for the town of Union. The town was named by patriotic residents during the Civil War.

The county seat is LaGrande.

Agriculture is the main industry. The Grande Ronde Valley is nearly table flat, covered with rich silt from an old lake bed, and boasts of never having had a general crop failure.

Wallowa County

Established in 1864. Named for the Indian word *Land of Winding Waters*. The land was claimed by Chief Joseph and his Nez Perce tribe as their hunting ground, but he was eventually defeated by the white settlers who wanted to use it as grazing land for their livestock.

The county seat is Enterprise.

The Snake River Canyon (Hell's Canyon), thought to be the deepest canyon in North America (5500 feet), is on the eastern border of the county.

Lumbering and agriculture are the main industries.

Wasco County

Established in 1854. Named for the Wasco (or Wascopam) Indian tribe. The word Wasco derives from the Indian word "wacq-o" which means cup or bowl (usually made from bone).

The county seat is The Dalles (a French word meaning *The Falls* (in the Columbia River).

Principal industries are agriculture (cereal grains, sweet cherries, livestock), lumbering, manufacturing, transportation, and electric power.

Washington County

Established in 1843. First named Twality County and later changed to honor President George Washington in 1849.

The county seat is Hillsboro. The county has agriculture, lumbering, manufacturing, food processing, and electronics as its main industries.

Wheeler County

Established in 1899. Named for Henry Wheeler, who operated the first stage line through the county in 1864.

The county seat is Fossil, and the county is well known for the fine fossil beds which were first discovered in 1876 and have since yielded much information about the history of life millions of years ago.

Yamhill County

Established in 1843. Named for the Yamhill River. The name Yamhill comes from the Yamhelas, or Yamhill Indians of the Kalapooian family who formerly lived along that river.

"Yamhill, Mother of Oregon" was a slogan used by early settlers there, because so many Oregon Trail immigrants of 1843 and 1844 made their homes in the Yamhill Valley.

The county seat is McMinnville.

Industries are agriculture, lumbering, mobile homes, pulp and paper, and steel.